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ABSTRACT

This curriculum guide outlines resource materials, lesson plans, and learning activities that may be used by subject area teachers with their students in marking the 100th anniversary of Boys and Girls High School. An overview of the school's history is provided and contains a sampling of events, personalities, and structures which gave shape to its heritage. The plans presented correspond to the school's early history (1876-1892) and are designed to meet the requirements and standards of historical scholarship and the practical needs of curriculum implementation. The materials listed for each lesson plan are followed by suggested activities that are interdisciplinary and provide for a wide range of ability levels. They are written as brief descriptions and are listed alphabetically by subject area so that teachers may more readily select activities suited to their students and create their own lesson plans. A cross-reference grid that can be used for the location, coordination, sequencing and cross referencing of activities and a bibliography are included. (Author/EB)

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Centennial Resource Collection

VOL. 1

Boys and Girls High School

U.S. DEPARTMENT OF HEALTH
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EXPERIMENTAL CURRICULUM BULLETIN • MARCH 1979

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CENTER FOR CURRICULUM DEVELOPMENT

131 Livingston Street, Brooklyn, N.Y. 11201 (212) 596-5010

Charlotte Frank
Director (Acting)

April 10, 1979

CENTER MEMORANDUM NO. 208

TO: High School Superintendents, Principals of High Schools

FROM: Charlotte Frank Frank'

SUBJECT: Curriculum Bulletins: A Centennial Resource Collection: Boys and Girls High School and Students' Centennial Reader

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The two bulletins, A Centennial Resource Collection and the Students' Centennial Reader are a specially researched set of plans, activities and resource materials created for the one-hundredth anniversary of Boys and Girls High School in Brooklyn.

The year 1978 actually marked the one-hundredth anniversary of free public high school education in New York City and Boys and Girls High is our city's oldest high school.

The Students' Reader, written by a reading teacher at Boys and Girls High, is a series of stories and related questions about the school's famous graduates and some high points in its history. The Centennial Resource Collection is a two-volume set of resource materials, ideas, lesson plans and suggestions to help subject area teachers mark the centennial with students in their own special way.

Kathleen Morin of Columbia University Teachers' College, working with the Center for Curriculum Development, has presented this exciting treasure trove of solid research and creative ideas as a prototype for other schools wanting to mark an anniversary or special event. Every high school student in New York City shares in the legacy of this centennial celebration,

We sincerely hope you will be able to share these volumes with your teachers, and we would like to hear from you about your own anniversary celebration activities and ways in which these books have fostered new ideas among your school community.

Comments or inquiries from you or your staff may be directed to:

Ms. Alaire Mitchell
Center for Curriculum Development
131 Livingston Street
Brooklyn, N. Y. 11201

APPROVED Arnold Webb
Arnold Webb, Executive Director

CF:gb
Att.

cc: Mr. Nathan Quinones, Executive Director, Division of High Schools

FOREWORD

The purposes of the Centennial Resource Collection: Boys and Girls High School curriculum are numerous. Hopefully, its impact will be felt not only at its introduction in the Spring of 1979 but will continue into the students' future school years and further influence their remaining lives. It should aid its readers to acquire the following awarenesses:

HISTORICAL CONTINUITY--The study of history involves not only research into the past but also an understanding of the present and the ability to project the future. It develops the skill to discover the "new within the familiar, to see continuity within change and change within continuity." It is not only "then" but "now."

GROUP WORK--The study of history can be done through reading, oral presentations, role-playing, and the use of audio-visual aids. It also is a subject which lends itself not only to individual effort but also to valuable coordinated group inquiries and projects. It teaches independent and cooperative thinking.

INTERDISCIPLINARY NATURE--History is, by its very nature, interdisciplinary. Other subjects in the curriculum, such as English, art, mathematics, science, foreign languages, physical education, and home economics, come alive when integrated with the influences, events, and customs of an historical period. They not only reflect an era, but expand its boundaries through their application and vision.

INCREASED AWARENESS OF RESOURCES--Through the study of history students acquire a knowledge of multiple local resources which facilitate further inquiries. Moreover, they realize that these resources can be human as well as books or bricks. Also, that there is no limit to the growth of these, given effort and ingenuity.

COMMUNITY INPUT--One of the most rewarding effects of studying history is to realize how significant the contribution of a school is to its community's functions and life. This is an interactive relationship. It involves a continuing interest in examining the origins of the community, its practices and institutions such as the family, churches, media, other local facilities, and the multiplicity of educational resources within it.

NEIGHBORHOOD CONTRIBUTIONS--History is not only made by people but is people. Persons, both of the past and the present, have made valuable contributions to the character and growth of the area. Their lives are a source of invaluable knowledge and inspiration which constitutes an integral part of the curriculum. Biographies of neighborhood persons, the natives and immigrants, the past and present residents, show that history is not remote but that it is here.

It is all these values and skills that this curriculum hopes to contribute to the students of Boys and Girls High School.

ACKNOWLEDGMENTS

This Centennial Resource Collection; Boys and Girls High School was prepared by the Division of Educational Planning and Support, Arnold Webb, Executive Director. Charlotte Frank, Director (acting) of the Center for Curriculum Development and Dorothy Joseph, Interim Acting Principal at Boys and Girls High School were responsible for overall supervision.

The document was researched and written by Kathleen D. Morin, a consultant to the Board of Education and an Instructor at Teachers College, Columbia University, and a Research Associate at its Institute of Philosophy and Politics of Education.

Appreciation is extended to Willie Jones and other members of the Centennial Planning Committee who originated the idea of a Centennial Celebration for Boys and Girls High School and to Diane Ravitch, Professor of History of Education at Columbia University's Teachers' College, who provided initial guidance and incentive to the project. Teachers' College Library and Archives, under the direction of Jane Franck, provided research assistance for the project.

Ben Quesada and Peter Napolitano of the Board of Education's Division of School Buildings supplied research assistance to the project. Mr. Lorenz and Mr. Bartolotta of Central Shops assisted in securing the necessary furniture for the re-creation of a nineteenth century classroom and Mr. Joseph Nestor expedited the delivery. Max O. Urbahn Associates, Inc., furnished architectural information. And the Landmarks Preservation Commission supplied invaluable materials.

The contributions of the staff of the Center for Curriculum Development are gratefully acknowledged: Ellen Dempsey and Rosemary Stroer for planning and development of the curriculum publication; for editing, Alaire Mitchell (Project Editor), Maureen Maguire, Regina Barnes and Joseph Feld for cover design. Appreciation is also expressed to Seena Wasserfall, proofing and Gertrude Blaustein, typing.

At Boys and Girls High School, Marcia Goldman, Internal Consultant and Centennial Advisor, and Gary Bergman, Assistant Principal, coordinated the Centennial Project.

Special appreciation is extended to all members of the Faculty of Boys and Girls High School who served on Centennial Committees, the names of whom are cited on the following page. And very special thanks to Catherine O'Dea, librarian, who compiled "Preliminary Inventory of Boys and Girls High School Archives," and to Charles Ragusa and Dr. Joseph DelPin of the Social Studies Department, who provided initial research incentives. Gratitude is also given to the school's Assistant Principals, without whose cooperation and enthusiastic support this project would not have been possible and to the faculty, in general, for their cooperation, participation and guidance.

A special thank you is extended to the students of Boys and Girls High School without whose inspiration this project would not have been possible.

And sincere congratulations offered to all of the former students of Boys and Girls High School on the Centennial Anniversary of their alma mater.

Centennial Special Projects
Faculty Committees

Special Projects In-School
Coordinator: Marcia Goldman

Musical Fashion Show
*Rhena Dorsey
*Winston Pierre
Herbert Waldren
Yvonne Costas
Marcia Evelyn
*Marjorie Grudzinski
Frank Cortale

Centennial Sports Events
Carol Hillian
W.D.Moxley
Anna-Maria Thomas
Sheila Shale
Murray Korenfield

Guest Speakers Committee
*Charles Ragusa
Diane Ellis-Barton
Paul Ravetch

Re-creation of a 19th Century Classroom
Mr. Sparago
Georgiann Tofolo
Marcia Evelyn
Mr. Fletcher

Centennial T-Shirts
Arthur Sunshine
Murray Korenfield
Dr. DelPin
Anna-Maria Thomas
Sheila Shale
Stephen Saltzman
Martin Berlin

Centennial Debate Team
*Charles Ragusa

---

*indicates Chairperson(s)

Centennial Fair
Diane Ellis-Barton
Marcia Evelyn

Alumnae/Alumni Contact
Mary Toskos
Dorothy Joseph

"Our School History" Booklet
Georgiann Tofolo
Catherine O'Dea
Mr. Fletcher
C.R.Spooler

School Archives Inventory
*Catherine O'Dea
*Adrienne Lane
Mr. Fletcher
Larry Tominberg
Murray Korenfield
C.R.Spooler

Reading Kit
*Larry Tominberg

Centennial Mural
*Marcia Goldman
Frank Cortale

School Dance
*W.D.Moxley

Block Party
*Dorothy Joseph
Velma Cress

"Our School Today" Booklet
*Frank Cortale

Centennial Science Exhibit
*Frank Oppedisandro

David Strachan, member-at-large

Time-Capsule & Ceremony
Larry Tominberg

Renewal Coordinator
Tom Dougherty

A CENTENNIAL RESOURCE COLLECTION
Boys and Girls High School

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HOW TO USE THE RESOURCE COLLECTION

This Centennial Resource Collection: Boys and Girls High School is designed to meet the requirements and standards of historical scholarship and the practical needs of curriculum implementation. The cognitive and affective needs of students remained paramount in its planning, as did the festive nature of a Centennial Celebration.

Explanations of the several components of this Collection with suggestions for coordinated use are given below.

A CROSS-REFERENCE GRID--Refer to the grid for: locating activity plans in specific subject areas; identification of plans in related subject areas; coordination of activities with the special events; locating plans focusing upon specific content areas; and the coordination, sequencing, and cross-referencing of activities.

A BRIEF HISTORY--The history is divided into three parts. It represents a sampling of the many events, personalities, and structures which gave shape to the school's rich heritage as we know it today. This historical account is meant to whet the appetites of present-day members of the school and community to pursue further research into the history of Boys and Girls High School, and to generate an enthusiastic Centennial Celebration throughout the school. All of the activities which relate directly to the content in the brief history are coded by number. The account may be shared in its entirety with students; read as excerpts; or summarized in sections to accommodate various reading levels. An accompanying publication, Students' Centennial Reader, is at a lower reading level, and will be enjoyed by all students. It was created by Larry Tominberg of the English Department, and uses a short-story format to explore selected historical events and personalities related to the development of Boys and Girls High School.

PLANS AND ACTIVITIES--The plans are presented in three parts, corresponding to the three parts of the "History." A cover sheet lists understandings, materials, and additional resources. The included materials (listed as Selections A, B, etc.) on the cover sheet are followed by suggested activities. These are interdisciplinary and provide for a wide range of ability levels. They are written as brief descriptions so that teachers may more readily select activities suited to their students and create their own lesson plans. Any teacher may choose to implement any activity. They are presented in alphabetical order by subject area.

Activities related to the Special Events are coded with the corresponding letter. Those that relate to the History are coded with page numbers.

SPECIAL EVENTS--A list of all special events is followed with suggestions for implementation. Each event has a letter (see p. 375) which codes it to relevant activities.

THE BIBLIOGRAPHY is divided into sections. Note the special sections on the school archives; clipping folders at Grand Army Plaza Library, and newspaper indices, including listings for the Brooklyn Daily Eagle.

PLANS	SPECIAL EVENTS	(A) School Archives	(B) Alumnae/i Contact	(C) Centennial Fair	(D) Centennial Assembly	(E) Musical-Fashion Show	(F) Centennial Mural	(G) Centennial T-shirts	(H) Centennial Dance	(I) Historical Tours	(J) Landmark Campaign	(K) Centennial Sports Events	(L) Recreated Old Classroom	(M) Centennial Debates	(N) School History Booklet	(O) School Today Booklet	(P) Guest Speakers	(Q) Grand Block Party	(R) Centennial Dramatics	(S) Adopt-A-Room	(T) Centennial Collection	(U) Old-Times Day	(V) Time Capsule	(W) Centennial Science Exhibit
PART I																								
Intro		✓	✓	✓				✓		✓											✓			
# 1				✓	✓					✓		✓		✓										
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# 3			✓			✓	✓			✓	✓	✓	✓	✓	✓	✓	✓				✓			
# 4			✓				✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓			✓			
# 5										✓	✓	✓	✓	✓	✓	✓	✓	✓			✓			
# 6		✓								✓	✓	✓	✓	✓	✓	✓	✓	✓			✓			
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# 7										✓	✓	✓	✓											
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#11		✓	✓								✓	✓		✓	✓	✓								
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#14														✓										
PART III																								
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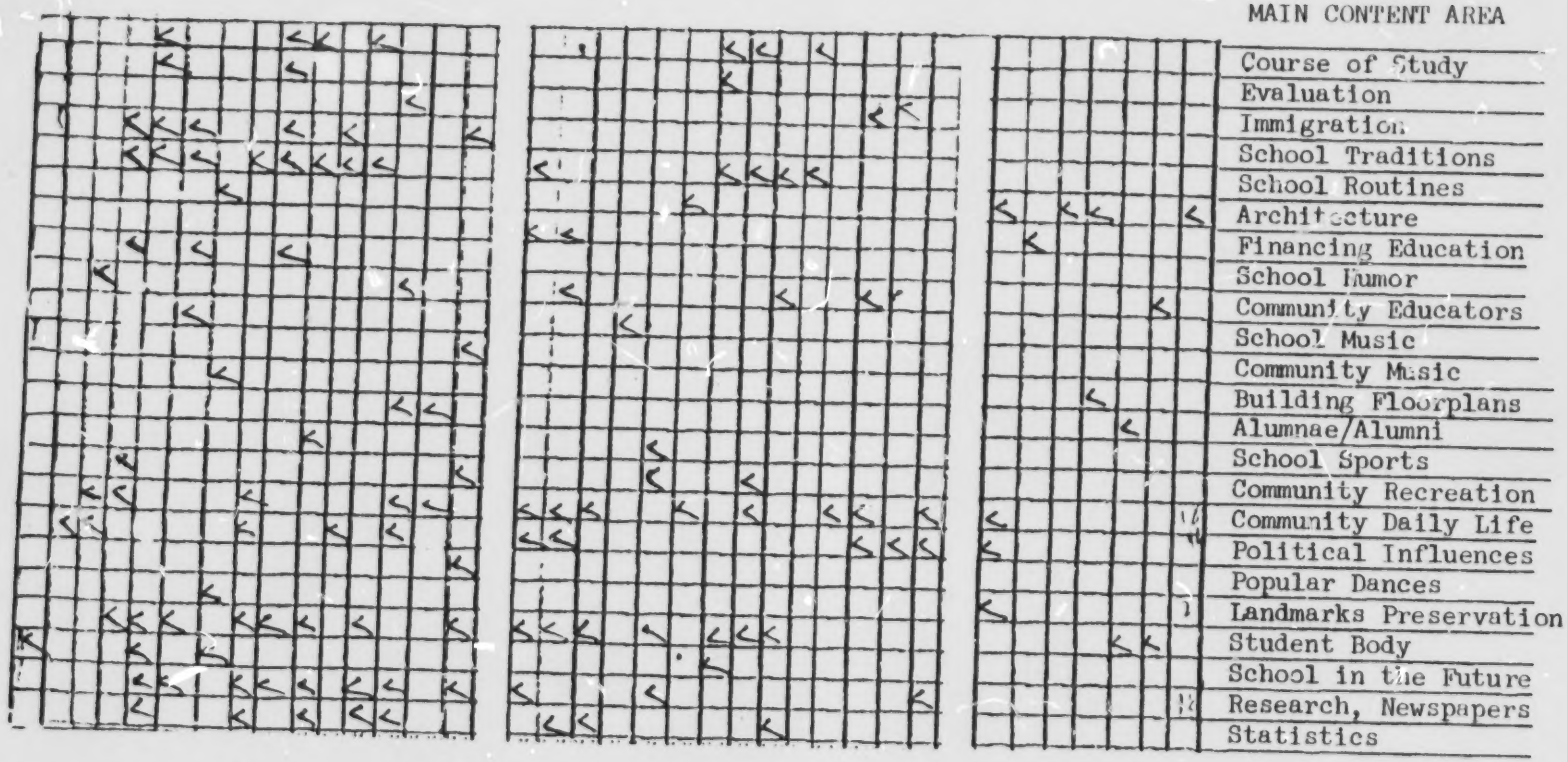
Final Plan		✓		✓									✓		✓				✓	✓	✓			


MAIN CONTENT AREA
Course of Study
Evaluation
Immigration
School Traditions
School Routines
Architecture
Financing Education
School Humor
Community Educators
School Music
Community Music
Building Floorplans
Alumnae/Alumni
School Sports
Community Recreation
Community Daily Life
Political Influences
Popular Dances
Landmarks Preservation
Student Body
School in the Future
Research, Newspapers
Statistics
SUBJECT AREA
Foreign Languages
Music
Health & Physical Ed.
Social Studies
Home Economics
Mathematics
Industrial Arts
English
Science
Business
Fine Arts
All Subject Areas

PRELIMINARY LIST OF GENERAL RESOURCES

Fellow students
faculty
neighborhood residents,
grandparents, parents, relatives, friends
Public officials, municipal workers
Alumnae/Alumni (graduates and former students)
Churches: Pastors, records, bulletins, parishioners, congregation
Archives: Public and private
Board of Education library and services
New York histories and sociological studies
Museums
Historical Societies
School library, records, archives, yearbooks
Local newspapers
Periodicals
Education Journals
Public documents
Special collections
Special exhibits
Public reference libraries
Municipal records
Local maps
Neighborhood buildings
Pictorial Records
Geological/geographic evidence
official and unofficial local histories

METHODS FOR PRESENTING THE ATTACHED CONTENT MATERIALS

Opaque projector
Zerox copies
Make transparencies for use on an overhead projector.
Make a stencil for mimeo or rexo copies (use thermofax machine).
Summarize material or read selected passages.
Read elements of the material to the students.
Copy data onto chalkboard of post data for all to see.
Ask students to read materials themselves or to read aloud to their classmates.
Highlight portions of the material.
Make slides of material (use copystand) and project onto screen.

PART I OUR SCHOOL TODAY

Centennial Heritage

The hundredth year provides a natural milestone in the development of any institution. For Boys and Girls High School, however, its Centennial should herald a period of reflection, reunion, and revitalization. The school's history has, admittedly, been circuitous. Its progenitor, the Central Grammar School, which first opened its doors in 1878, has been hailed as the precursor of modern secondary education in New York City. For a century, the rich and enduring heritage of the school has been sparked and spirited by successive generations of students and faculty.

For the students of today, the history of Boys and Girls High School provides a unique backdrop for their own development. In studying the school's institutional lineage; today's students can become more aware of their part in the development of the school's still vital legacy. Another chapter in the history of Boys and Girls High School is being written today by the students, faculty, administration, and other members of the school community. They are proving that history is not remote- that history is being made here today in our daily hopes, plans, dreams and actions.

Future historians will study Boys and Girls High School in its Centennial Year, 1978-79, from a full range of perspectives: the school as an educational institution, the school as a community of individuals; and the school as a community within a larger community. Future historians will also see three convergent themes recurring in the development of Boys and Girls High School.

First, the students have formed a community of individuals with unique talents, interests, and needs. This community of individuals has shared, to some extent, in common school traditions, responsibilities, academic requirements and social aspirations.

Second, the school has provided a network of services offering the students channels to express and nurture their talents, to build existing interests, to develop new interests, and to diagnose and meet a myriad of common social and academic needs.

Third, the school has served as a forum for the transference of old traditions, for the sharing of diverse traditions, and for the inception of new traditions.

The recurrence of these three themes reflects a spirit of ongoing recommitment on the part of students, faculty and

administration. Periodic reflection, reaffirmation, and rejuvenation are necessary to prevent institutions from wondering aimlessly or sinking into an abyss of developmental doldrums. Repeatedly, Boys and Girls High School has faced challenge. Repeatedly, the spirit of its own students and faculty, its traditional source of strength, has enabled it to maintain its vitality.

Rather than pursuing a strictly chronological approach to the history of Boys and Girls High School, it appears more meaningful to adopt a "flash-back" approach which examines the present-day chapter first and then explores its historical antecedents. This way, we can contruct an analytical framework with a degree of familiarity to the students. Such a theoretical scaffolding encourages a sense of adventure into the past and promotes the discovery of "the new within the familiar" and "continuity within change."

The Present: A Blend of the Old and the New

In its Centennial year, Boys and Girls High School benefits from its strong visible ties with its past. From the neighborhoods of Brooklyn to the cities of California, graduates pay tribute to the historical lineage of Boys and Girls High School. Active alumni clubs sponsor annual events to salute the sibling institutions of Boys High and Girls High which developed out of the Central Grammar School and which eventually united in name to form today's institution of Boys and Girls High School. The graduates constitute an integral part of today's school community and provide invaluable links with the school's history.

With each commencement exercise the family of graduates is enlarged. The students and faculty of Boys and Girls High can look with pride to the many notable people who have shared in the school's rich heritage and who have contributed in a significant way to diverse fields of endeavor.

A partial list of famous former students includes the following:

Congresswoman.....Shirley Chisholm
Actress..... Lena Horne
Basketball greats.....Lenny Wilkins
.....Connie Hawkins
.....Mel Davis

Authors.....Norman Mailer
.....Isaac Asimov
.....Earl Stanley Gardner
..... Ellery Queen
Composer.....Aaron Copland

Architect-Builder.....William Levitt

T.V. Personalities...Clifton Fadiman
.....Alan King

Educator.....Irving Anker

Singers.....Ronny Dyson
.....Little Anthony

Congressman.....Emanuel Cellar

Baseball star.....Tommy Davis

Attorney.....Louis Nizer

U.S. Decathlon Champion.....
...Irving (Moon) Mondschein

Dean, Harvard Graduate School.....
...Henry W. Holmes

*Ellery Queen is the pen-name for two cousins, both of whom graduated from Boys High, Manfred B.Lee and Frederic Dannay.

The list could continue ad infinitum and, as students continue to pursue the traditions of excellence in their chosen fields, the family of Boys and Girls High graduates will grow even more illustrious.

The roster of graduates pays tribute to the legacy of Boys and Girls High School's first century of growth. Moreover, the fact that the three buildings from which the present school developed are still standing further testifies to the stability of this heritage. On the corner of Court and Livingston in the heart of downtown Brooklyn, the Central Grammar School building has been reconverted to its original use as offices and a store front. And Girls High, which opened its doors in 1886 as the Girls Department of the Central School, now houses a Manpower Training Center in the original structure on the corner of Nostrand and Halsey in the Bedford-Stuyvesant section of Brooklyn. Just around the corner, at the intersection of Marcy and Putnam, stands the original Boys High School building which officially welcomed its first students in the year 1892. Within a mile of these two venerable nineteenth century structures stands the modern facility of Boys and Girls High School.

The Boys High building, which now serves as the home of The Street Academy (an alternative school functioning administratively within Boys and Girls High School) received landmark status in 1975. The building met the aesthetic, cultural, and historical criteria established by the Landmarks Preservation Commission of the City of New York. A widespread community coalition, including a faculty group, sponsored the campaign to obtain landmark status for the building and, on July 22, 1975, the Commission held a public hearing during which all fourteen witnesses spoke in favor of the proposed landmark designation.[1]

On the basis of an examination of the building, the members of the Landmarks Preservation Commission reported in 1975 that:

> ...the Boys High School has a special character, special historical and aesthetic interest and value as part of the development, heritage and cultural characteristics of New York City....
>
> Among its important qualities Boys High School is a monumental example of Romanesque Revival architecture.
>
> ...it has been one of Brooklyn's most important public academic institutions,
> ...it is one of the most imposing academic buildings in the City,
> ...it provides an important reminder of the history of Brooklyn,
> ...the well-preserved exterior of this building contains such notable features as striking corner towers providing a picturesque silhouette against the sky
>
> ...the Boys High School building, which has been of service to Brooklyn and to the City for over eighty years, may continue to serve as a center for academic life in the future.[2]

In 1891, at the age of fifty-one, architect James W. Naughton witnessed the final stages of construction of Boys High School, which would ultimately be judged as one of his finest designs. Born in Ireland, Naughton came to this country with his family at the age of eight. As a young man, Naughton worked in a local dry goods store and then pursued his architectural studies at the University of Wisconsin and Cooper Union. By 1879, he had served as the Superintendent of Buildings for the City of Brooklyn and had been appointed as the Superintendent of Buildings for the Brooklyn Board of Education.[3] More than two-thirds of the schools constructed in Brooklyn in the latter half of the nineteenth century have been attributed to the designs of James W. Naughton.[4]

Among the other celebrated buildings planned by Naughton is Girls High School, which combines a variety of architectural styles including what has been called a "French Second Empire with Victorian Gothic features."[5] Girls High is located within a large district which is now being considered for landmark status; however, there would be considerable merit in a joint faculty-student Centennial project to propose an independent landmark status for this historic structure.[6]

The sleek modern lines of the new Boys and Girls High School, which welcomed its first students in 1976, stands in sharp constrast to the ornate nineteenth century designs which predated them by more than eighty years. The new building, designed by Max O. Urbahn Associates, Inc., under the direction of architect Martin Stein, reflects the twentieth-century dilemma which frequently affects many of today's educational decisions. Within a predetermined budget, the architects had to provide for the freedom of movement necessary for learning and security features ensuring maximum safety.

In 1969 the initial plans for the building began to take form within the offices of Max O. Urbahn Associates, Inc. In all, a total of three distinct designs were formally submitted and reviewed before the final plans were selected.[8] Members of the Board of Education, community representatives of an urban development agency in Bedford Stuyvesant, and local political leaders participated in the selection process.[8] Among the designs presented by the architects were: the present-day building plan; another four-story plan with internal variations; and a six or seven story structure which would have maximized the use of surrounding property.[9] The taller building was discounted because it suggested potential traffic control problems for the circulation of students within the school.

It became apparent very early on that the site selected for the school suffered from a number of inherent problems. For example, the plot was divided by an avenue of underground power lines which could neither be disturbed nor could exist underneath the building. Thus, the designers had to set the building close to Fulton Street in order to avoid interfering with the power lines. This site selection also minimized the noise of the elevated railroad on Atlantic Avenue.[10]

The architect also gave careful consideration to the artwork which would be an integral part of the building's design. Under the

direction of Martin Stein, a group of black artists (some of whom were from the neighborhood) was assembled to develop for the structure a unique aesthetic dimension which would link the student body to the community at large. These artists employed a variety of artistic forms including sculpture, panels, murals, paintings, and relief work. The arrangement of vertical panels set at forty-five degree angles in the main corridor was designed so that a person entering the school would see a series of panels at one time.[11] All of the artwork scattered strategically throughout the school's first floor was designed to reflect the spirit of the building -- educating the whole child in a comprehensive educational environment.

But, as we all know, a school is much more than a building. It draws its life from the vitality of the people who work and study within it; it builds its heritage from the traditions which are transmitted from generation to generation; it becomes important for the lives which are shaped within its walls.

The future of Boys and Girls High School is in the hopes, dreams, actions, and spirit of its present-day students, faculty, and administration. Its second century of growth and change promises to be even more exciting than its first.

FOOTNOTES FOR PART I: Our School Today

1. Landmarks Preservation Commission, September 23, 1975, Number 1, LP-0896, Research Report on Boys High School, p. 1.

2. Ibid. p.2.

3. The New York Times, Feb. 13, 1898, p. 11, c.3. An obituary of James W. Naughton. Information on file in the Research Department of the Landmarks Preservation Commission, Jan. 1978.

4. Biographical sketch of James W. Naughton on file at the Landmarks Preservation Commission's Research Department. Jan. 1978.

5. A preliminary file on Girls High School, on file in the Research Department of the Landmarks Preservation Commission, Jan. 1978.

6. Conversation with a member of the staff of the Research Department of the Landmarks Preservation Commission, January 11, 1978.

7. Personal Interview with Martin Stein of Max O. Urbahn Associates, Inc. January 17, 1978.

8. Ibid.

9. Ibid.

10. Ibid.

11. Max O. Urbahn Associates. A report entitled "The New Boys High School Art Program" p. 2.

PART II OUR SCHOOL: THE EARLY YEARS, 1876-1892

An Era of Change

The year was 1876.

The nation was celebrating its Centennial by hosting a grand exposition in Philadelphia.

The period of reconstruction was drawing to a close, and within a year the last of the federal troops would be withdrawn from the South; yet the deep wounds of the Civil War would remain open for over another hundred years.

Indian wars raged in the western sector of the country. Sioux chiefs Sitting Bull and Crazy Horse met defeat in October 1876, only four short months after their annihilation of Colonel George Custer's forces in the Battle of the Little Bighorn.

A network of railroads stretched across the continent and linked remote regions in an erratic national economy.

It was the year that Alexander Graham Bell invented the telephone; yet it would be another year before the first private home installation would be made.

Thomas Alva Edison established the nation's first industrial laboratory in 1876, with the specific goal of systematically "inventing invention." But Edison's invention of the phonograph was still a year in the future, and his commercial production of the incandescent electric lamp did not occur until 1878.

The Centennial Exhibition in Philadelphia displayed a myriad of gadgets. One which stood out among the others and captured the minds and hearts of Americans of all ages was the bicycle. Designed by an Englishman, it had a huge front wheel and a single rear wheel. In 1876, the country was truly on the move!

The Second Century Begins

As the nation embarked upon the second century of its existence, its citizens whistled and sang such popular ethnic tunes as "I'll Take You Home Again, Kathleen," and resounded in the popular hymn "What a Friend We Have in Jesus."[1] Regional dances such as jigs, reels, and polkas highlighted informal gatherings throughout the nation.

The year 1876 marked a time in the nation's history when its people reflected soberly upon the events of the past which had shaped the country's development, and re-examined the many still unfulfilled dreams upon which our founding fathers had designed a new nation in 1776.

Brooklyn, A Changing City

The year 1876 had launched the nation into its second century with a renewed spirit of hope and anticipation; however, few people could have anticipated the rapidity with which social and technological change would occur in the coming years.

In the next five decades, the population of the New York metropolitan area would quadruple as successive waves of immigrant groups, mostly from southern and eastern Europe, joined the already ethnically heterogeneous urban population.[2] In fact, by 1890 Brooklyn boasted a population that was more than 32% foreign born.[3] Lured to the City in hopes of increased economic opportunity, most of the immigrants found the adjustment to city life to be a difficult one. A diversity of language, culture, and tradition, coupled with economic competition, impacted not only upon the individual immigrants but also upon the social and educational institutions in which they interacted.

In 1876, Brooklynites traveled from their still sovereign city to nearby Manhattan via ferries for a two-cent fare.[4] The topic of their conversation often centered upon the construction of the Brooklyn Bridge, with its stately towers dominating the less lofty Manhattan skyline. It would be another seven years before the Bridge (which was then frequently referred to as the Eighth Wonder of the World) would be completed and open to public traffic. Few citizens realized the enormous social and economic repercussions the Bridge would have upon the city of Brooklyn. Yet, railway trains already linked the far reaches of Brooklyn in 1876, and during that year a Coney Island Branch of the New York, Bay Ridge and Jamaica Railroad opened. Within a year, the residents of Brooklyn would be able to travel on rapid transit trains to East New York for only a nickel fare; moreover, they would be able to ride the new steam trains up and down Atlantic Avenue.[5] Already, there were signs that rapid technological advancements would impinge upon the relative calm of the horse-and-buggy days.

The Struggle for Advanced Education

As Brooklyn stood on the brink of rapid social and economic expansion, a group of its public officials was about to make local educational history. At the January 4th meeting in 1876, the members of the Brooklyn Board of Education took a major definitive step toward the establishment of a free, public, daytime high school in the city. At this meeting, in the old house on Red Hook Lane which served as the Board headquarters, a motion to establish a high school in the city of Brooklyn was sent to a special committee, and it subsequently received legislative approval.[6]

The question of establishing a high school in Brooklyn was not a new one. For years the Board of Education had raised the issue and decided against the school. As early as 1849, the Brooklyn Common Council had passed a resolution to investigate the value and cost of such an institution within the city.[7] For the next twenty-seven years, the issue of a free, public, daytime high school continued to surface, not only in the Board of Education discussions but also in the forums of public debate throughout

Brooklyn.

The proposal for the establishment of a free, public, daytime high school in the city had been challenged on two basic grounds, one legal in nature and the other a political issue striking at the very heart of the community's democratic ideals.

The legal challenge questioned the authority of the Board of Education to maintain a secondary school funded by public money. Such authority, after much debate, was granted to the Board. The second challenge was not so easily resolved.[8]

Members of the Board of Education and a portion of the Brooklyn citizenry questioned the very right of the common man to a higher level of education at the expense of the State. Those who argued against this right believed that the masses of common people only needed to learn to read and to write in order to become good citizens and thus to relieve the State of any educational obligation due them. Quite interestingly, the curriculum in the existing public school system already went far beyond basic instruction in the "three R's" of reading, writing, and arithmetic, thus rendering moot many of the arguments set forth by the opponents of the free, public, daytime high school. Moreover, the city of Brooklyn was laced with a vast network made up not only of private schools which catered strictly to those who could afford them, but also of parochial and language schools designed to meet the special religious and cultural needs of diverse groups. In fact, Erasmus Hall Academy, a well-known private school in Brooklyn offering a secondary course of study, had been in existence since 1786.

For several years prior to the Board's approval of the establishment of a free, public, daytime high school, compromises had been made on the issue of higher education for the common man. As early as 1866, the Board had made provision for a supplementary course of one or more years which was simply added to the existing six grammar grades.[9] The supplementary course was established only in grammar schools where at least fifteen students qualified for higher study. However a comparison between the highest level grammar grade and the supplementary course reveals a very limited degree of extension.[10] Clearly, no radical change in the course of study was evidenced.

Highest Grammar Grade

reading
spelling
penmanship
drawing
arithmetic
algebra (through simple equations)
geography (including outlines of physical geography, general history and historical essays)
grammar (structure, classification of sentences, idiomatic structure, analysis and parsing, composition, elements of rhetoric)
formal essays
natural philosophy (physics)
astronomy
bookkeeping
physiology
Constitution of the United States
geometry
construction of problems
geology
use of globes
vocal music (required in all grades)

Supplementary Course
(1-2 years)

arithmetic
algebra
geometry (first four books of Legendre)

English grammar (critical study of its principles)
composition
written review
rhetoric
general literature
ancient and modern history
physical geography
chemistry
bookkeeping
business correspondence
drawing (mechanical and architectural)
mensuration (measurements)

The question of whether the State had a responsibility to provide a free, public, high school education for the common man continued to be argued. The proponents of establishing a Brooklyn day high school had to buck the strict traditional conservatism which had characterized Brooklyn since its early Dutch settlements. The early settlers were strong advocates of public education; however, their teaching staff was often composed of church-affiliated men and the course of study offered was limited to an elementary education.[11] As social conditions changed in Brooklyn, and as its population became more diversified, the educational needs and interests of its citizens became more complex. The common man and his progressive supporters on the Board of Education urged that the opportunity for higher education be offered to all of Brooklyn's citizens. The early Dutch conservatism was a hard tradition to break.[12] Yet, progressives of the 1870s were determined to make strides toward the realization of their goal--the establishment of a free, daytime, public high school in the city of Brooklyn.

Reflections of Compromise

The progressives, led by such members of the Board of Education as Felix Campbell, Thomas Carrott, William Cole, and Colonel Culyer, agitated for extension of the course of study in the Brooklyn schools.[13] Since compromise continued to be the order of the day, the progressives agreed that the term "high school" would not be used in the title of the new school; instead, they decided that it would simply be called the Central Grammar School. The goal of the school echoed the spirit of compromise. It was not to offer an innovative curriculum but rather to teach more thoroughly the subjects which had been offered within the existing grammar school system. Quite simply, the Central Grammar School would serve as a facility for the consolidation of all the supplementary classes then extant. As the doors of Central Grammar were scheduled to open in the Fall of 1878, so the supplementary classes in individual grammar schools were to come to an end.

Central Grammar Opens, 1878

On September 16, 1878, Central Grammar School opened its doors to its first students. The setting was humble, a semi-converted office building on the corner of Court and Livingston Streets in downtown Brooklyn. Board member Felix Campbell had offered the building rent-free for one year in order to weaken any additional arguments against the establishment of the school. It was reported that a

small cigar store remained open on the first floor in the early days of Central Grammar.[14] The school had on its register in December 1878 an enrollment of 95 boys and 456 girls, which filled to capacity the sixteen classrooms. There were twelve classes for girls, three classes for boys, and one class for both sexes which served as a preparatory class.[16] There still existed remnants of the belief that boys and girls should be educated for the most part separately. This view was fostered by several factors: 1) the traditional conservatism of the region; 2) the Victorian ethics fashionable at the time; 3) the concept that boys and girls had separate and distinct educational needs; 4) the belief that the education offered should prepare the young men and women for different roles in life; and 5) the fear of moral danger inherent in any situation where young men and women were cast together.

The first principal of the Central Grammar School was Dr. Robert Leighton, who was joined by a staff of two lecturers and fourteen teachers, each of whom had been selected from the now-defunct supplementary classes. The students were generally two years older than the first-year high school students of today.[17] Moreover, most students came from modest and low-income families, despite some reports to the contrary.

In 1879, Thomas W. Field, the Superintendent of Public Instruction, estimated that four-fifths of the students in the higher levels of the entire system came from homes where the parents could not even afford to pay the pro rata cost of fourteen dollars and eighty-one cents per pupil.[18] Clearly, the Central Grammar School offered an alluring educational service to the common man. In fact, the school became so popular that within a year the members of the Board and School Committee began to debate the need for a new facility to accommodate the rapidly increasing student population. Even some of the people who had so rigidly opposed the new school began to mellow and even give vocal support to the fledgling institution.

Inevitable Problems

Serious concerns among the members of the School Committee were aroused by the increase in student population. All students who successfully passed the final examination of the highest grammar grade in any of the city's schools were eligible to attend Central Grammar, An estimated 1,890 students were eligible to attend the school in the July 1879 term.[19] Such estimates sharpened public concern and generated increased interest in relocating the school. The overcrowding clearly created a problem, since the building in which the school was housed could not accommodate more than one thousand students, even if the lower floor were utilized. To counter the problem of overcrowding, the original two-year course of study was abbreviated to only one year. The initial lustre of the Court Street facility was rapidly beginning to tarnish, and recommendations for construction of a new building surfaced.

Complaints about the Central Grammar facility came from students, Board members and the general public. All admitted that the students and staff were a dedicated and qualified lot; however, the progress that they made was hindered, in part, by the physical defects of the building and by its location.

Charges lodged against the facility included the following: 1) the building had not been

originally designed for educational purposes; 2) many of the rooms had poor lighting and ventilation; 3) the size and location of the rooms were irregular; 4) the street on which the school was located was noisy and crowded; 5) the very same street provided the only available playground facility; and 6) the building had become dilapidated and "repulsive-looking" to the students.

The wear and tear on the building was perhaps partly accounted for by the fact that the structure housed not only the day classes of the Central Grammar School but also the 900-plus enrollment of the Evening High School, both of which met a full five days per week. (Note: The Evening High School, as it was called, started several years before Central Grammar and serviced, for the most part, those who were unable to attend classes during the day.)[20]

The Course of Study

The course of study at the Central Grammar School was also very much the subject of controversy. Educators criticized the school's failure to offer foreign or classical languages. In cities throughout the country, classes in German, French, and Latin were being offered routinely. Some educators argued that without these courses the graduates of Central Grammar would never be adequately prepared for advanced study at our finest colleges. In his 1879 Annual Report, Superintendent Field urged that the course of study be modified to include not only the study of languages but also a commercial course for male students and a teacher-preparation department for the school's female students.[21]

From the earliest reports, there appears a clear intention that the Central Grammar School should help to train its largely female population to enter the educational profession and teach in the Brooklyn school system. Central Grammar soon offered teaching certificates to its graduates.

Superintendent Field urged that such modifications be made and that the four basic goals of instruction which the Board had struggled to incorporate into its curriculum were to be maintained. Quite interestingly, these methods aimed at the following objectives: 1) to destroy a mechanistic form of instruction; 2) to utilize a variety of modes of presentation; 3) to facilitate the teacher's own personal style of instruction; 4) to provide a course of study sufficiently elastic to grow with the school.[22]

The 1880s: A Decade of Expansion

During the 1880s, the Central Grammar School underwent considerable change. Within a year the all-female corps of teachers, which had dominated the staff in 1878, had been joined by several male faculty members. By July 1881, three classes had been graduated from Central Grammar School[23]. And, because of the overcrowded conditions which plagued the building during its early years, a search had been activated to find a new location for the school.

In a relatively short time a site was found on Capitoline Hill, at the crossroads of Nostrand Avenue, Halsey, and Macon Streets. The area seemed ideal: a wooded knoll with a nearby pond which had become a favorite location for neighborhood ice-skaters.[24] The students were scheduled to move into the proposed building in September of 1886. However, six months prior to

this date it was determined that the new building, which was to house at least 1,200 students, would not be large enough to provide suitable accommodations for the still-growing student population.

Superintendent Calvin Patterson determined that only the female students enrolled in the Central School, as it was now called, would be moved to the new building. Needless to say, this caused great dismay among the male students who were to remain in the old Court Street building.

A New Building But Separate Facilities, 1886-1892

From 1886 until 1892, the students of the Central School attended two separate departments housed in two distinct facilities. In September 1886 the girls moved into the new building on Nostrand Avenue. The building, designed by architect James W. Naughton, who later designed the Boys High School facility, combined a variety of architectural styles.[25] In fact, it has been noted that each floor was derived from a different architectural period, including Empire, French, and Victorian. Above the main door a sign read "Central Grammar School."

To placate the boys who had been left behind in the old Court Street building, Superintendent Patterson promised that a new building for the male population of the Central School would soon be built.

Administratively, the Boys and Girls Departments were under the principalship of Dr. Robert Leighton, whose office was then housed in the Nostrand Avenue building. However, A. G. McAllister, Dr. Leighton's assistant, became the administrator of the Boys Department in the old Court Street building, and the separate facilities for male and female students were continued.

In 1886 there was a significant curriculum change in the Central School: the original two year course of general study was enlarged. A three-year language course for both sexes, a two-year Commercial Course for the boys, and a two-year English Course for all students were added.[26] But the new course of study remained the subject of criticism, as educators urged greater emphasis on college preparatory programs which stressed the Classics.

Additional administrative changes affected the Central School in 1887 when William Maxwell was elected Superintendent of Public Instruction.. Maxwell had been, for over a decade, a fierce critic of public education programs and facilities in the City of Brooklyn. A thirty-four year old Irish immigrant, Maxwell had worked for years as a newspaper editor in Brooklyn. Under his influence and that of Seth Low, Mayor from 1881-1885, the Brooklyn schools experienced an initial reform movement in the 1880s. A very similar reform movement was to sweep the nation in the early 1890s.

Both Maxwell and Low challenged the existing system, and met with varying degrees of frustration. The two men saw clearly that the quality of a city's school system was a key factor in determining the quality of life as a whole in the city. Their initial impact upon the development of education in Brooklyn was just an indication of what would take place after the consolidation of the boroughs in 1898 when the two men would serve as major city-wide leaders and would exert a profound influence upon all of metropolitan

New York.

Maxwell, in 1887, appointed the militant Calvin Patterson to the principalship of the Central School. The appointment took effect following the resignation of Dr. Robert Leighton on June 30, 1887. With great pride, Maxwell, in his 1887 report, commented: "It is no longer necessary to enter into any defense of the Central School, or High School, as it is sometimes called. Popular opinion has set its seal of approval upon its work."[27]

The Girls Department

The Nostrand Avenue building, although officially called the Girls Department of the Central School, gradually came to be known as Girls High School. The following account of life at Girls High in those early days paints a rather austere picture:[28]

"The school regime in those days was a severe one, with plain living and high thinking. The plain living, at least, could be insisted upon. There were no games, no clubs, no dancing. Two girls found waltzing in the basement were almost expelled. Clubs were not introduced until 1902 when Dr. Felter became principal. Back in 1886 the theory was that a school girl's business was school. When she got out of school, there was time enough for parties. Every Monday morning the girls reported on the number of hours that they had studied the week before. There were five school hours a day, including one study period. No girl was allowed to read fiction during the school day. No student was allowed to take books out of the library, although the teachers had this privilege. No talking was allowed after the students entered the building except during a short recess and at noon. There was no talking between periods and absolutely none in the auditorium. A mark of 74 rather than 75 in a single one of their four subjects, even if the other grades were honor marks, meant that the student had to repeat all four subjects."

Another account, written in the 1930s by a Girls High student, Anna Morch, comments on the rigid rules which governed the school during its earliest days.[29]

"Not even teachers were expected to talk during assembly exercises. Students were not allowed to talk after entering the building. Students were to leave within five minutes after the close of school unless a teacher asked them to stay."

In 1889, with a strong emphasis on hard work and seriousness of purpose, the Girls Department adopted the motto, "Labore et Honore."

The Boys Department

From 1886 until 1892, the Boys Department of the Central Grammar School remained housed in the Court Street building. Superintendent Patterson praised the boys' gallantry in permitting the female students to occupy the new building, but the boys' true feelings were perhaps more accurately reflected in the comments of a member of the class of 1888:[30]

"The writer, who entered the Central School in the spring of 1886, was among those left behind. He can testify that we had no such pride. We were filled with boyish resentment at being left in the old, rather dilapidated, Court Street building. We felt pretty sore."

But life at the Boys Department of the Central School improved as the time approached for their scheduled

1892 occupancy of a grand and new building. School spirit, which reportedly had been quite low, began to grow in the late 1880s. This spirit was encouraged by Dr. Vincent Aldridge, who later became known as the "Father of Boys High School Athletics."[31] Aldridge was a young member of the Boys Department faculty who organized the first school baseball team in 1890. Aldridge himself participated fully in the games, both as coach and catcher, but unfortunately the only facilities for athletics were the nearby streets and a dusty vacant lot.

It was reported that the first school football game was played in 1887. To encourage a feeling of team spirit, the players demanded the selection of school colors. Quite undramatically, the colors red and black were selected. Undramatically, because it was simply a matter of economy and expediency--four members of the team already had red and black caps and the others were quickly convinced to acquire the same.[32]

Realizing the growing importance of school spirit and increasingly stringent academic standards, Superintendent Maxwell, in 1891, urged that the city allocate still more funds for the new Boys High School building, which was then under construction at the intersection of Putnam and Marcy Avenues. Maxwell's comments only hinted at the radically changed posture of local educators that had developed in the thirteen short years since the doors to Central Grammar were cautiously opened. Maxwell stated in his 1891 Superintendent's Report that:[33]

"The new building expected to be completed in September 1892 is, so far as external appearance, one of the finest high school structures in the country. The original plans, however, did not include either an art room, physical and chemical labs or a gymnasium. Such provisions are no longer the luxuries of education. They are necessities of high school work...No consideration of expense should be permitted to stand in the way...Fifty years ago a high school building without (such facilities) would not have been remarkable. Today it would simply be an anachronism."

1891: A Milestone in Secondary Education

The year 1891 signified another milestone in the development of secondary education in the city of Brooklyn. It was the year that independent identity and administration were officially granted to the old Central School's Boys and Girls Departments.[34] Henceforth they would be known as Boys High School and Girls High School, respectively. Although it would be still another year before the boys could move into their new building, the mold had been set for the development of two of the most respected high schools in Brooklyn and throughout the nation.

Out of the humble and cautious beginnings of Central Grammar School in 1878 would emerge two of the educational giants of the City--Boys High School and Girls High School. An exceedingly rich heritage had been initiated and successive graduating classes from these major institutions would contribute to and derive benefits from the bountiful legacy begun in 1878.

FOOTNOTES FOR PART II: Our School: The Early Years, 1876-1892

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2. Oscar Handlin, The Newcomers: Negroes and Puerto Ricans in a Changing Metropolis (Cambridge: Harvard University Press, 1965), pp. 20, 21.

3. Ibid., p. 21.

4. Half-Century's Progress of the City of Brooklyn: Leading Manufacturers and Merchants (New York: International Publishing Co., 1886), p. 66.

5. The Standard Union, "Brooklyn Events, 1863-1928: Headline Points Culled From the Files of the Union, the Standard and the Standard Union (New York: The Standard Union), pages listing 1876-77 data.

6. George B. Germann, "Notes on the Origin and Development of the Central Grammar School of the City of Brooklyn, Lineal Ancestor of the Boys' High School," (unpublished compilation by G.B. Germann, member of class of February 1888), p. 7.

7. Ibid., p. 1.

8. "Central School, G.H.S. Parent School," Girls' High School Record, vol. 19, no. 4, June 1964, p. 4, col. 1.

9. A. Emerson Palmer, The New York Public School (New York: Macmillan Co., 1905), p. 223.

10. Ibid.

11. William L. Felter, Principal, Girls' High School, "Secondary Education in Brooklyn," High Points vol. 11, 1929 (New York: N.Y.C. Board of Education), pp. 7-10.

12. Ibid.

13. Brooklyn Daily Eagle, 18 September 1892, p. 18, col. 3.

14. "Central School," Girls' High School Record, vol. 19, no. 4, June 1964, p. 4, col. 1.

15. Brooklyn Public Instruction Dept.: Annual Report of the Superintendent, 1876-80, the Report for the year ending Dec. 31, 1878, Table D, p. 13.

16. Ibid., p. 31.

17. Felter, "Secondary Education in Brooklyn," p. 7.

18. Brooklyn Public Instruction Dept.: Report of Superintendent of Public Instruction for 1879, p. 42.

19. Brooklyn Public Instruction Dept.: Annual Report of the Superintendent for 1878, p. 21. Note: Only 562 actually were on the register as of December 1879.

20. Brooklyn Daily Eagle, 2 October 1878.

21. Brooklyn Public Instruction Dept.: Annual Report of the Superintendent of Public Instruction for 1879, pp. 37, 54.

22. Brooklyn Public Instruction Dept.: Annual Report of the Superintendent for 1878, pp. 25, 26.

23. Brooklyn Daily Eagle, 1 July 1881.

24. "Central School," Girls' High School Record, p. 4, col. 2.

25. New York City Landmarks Preservation Commission, research files, January 1979.

26. Brooklyn Public Instruction Dept.: Annual Report of the Superintendent of Public Instruction for 1886, p. 24.

27. Germann, "Notes on Central Grammar," p. 26.

28. "Central School," Girls' High School Record, p. 4, col. 3,4.

29. Anna Morch, "The History of Girls High School," The Blue and Gold, vol. 9, 1930, published by Girls High School.

30. Germann, "Notes on Central Grammar," p. 22.

31. "Then and Now," unpublished compilation of the history of athletics at Boys High School, written in 1929, p. 4.

32. Ibid.

33. Brooklyn Public Instruction Dept.: Annual Report of the Superintendent for 1891, pp. 38, 39.

34. Germann, "Notes on Central Grammar," p. 31.

PART III OUR SCHOOL: 1892-1979

The Solidification of Secondary Education

The turn of the century was still eight years away, but by 1892 the still-sovereign City of Brooklyn had already captured the spirit of change and harnessed the energy of the approaching era.

Hustle and bustle characterized the City's downtown streets. Trolleys sped up and down avenues with an unparalleled degree of recklessness, scaring both man and beast off the streets. (In fact, in 1895, unskilled trolley motormen were blamed for the deaths of at least one pedestrian per week.[1]) In the 1880s, street railroads had proliferated to the extent that, by 1890, a total of one hundred and sixty-four miles of track zigzagged throughout the City.[2]

With the advent of this more convenient, although perhaps less charming, means of mass transportation, the face of Brooklyn was rapidly altered. The pastoral settings of nearby farmlands, which had for so long overlooked the downtown area of Brooklyn, were gradually consumed by urban expansion. The wood-slab shanties that sat at the base of Court Street, only a short distance from the old Central Grammar School in 1878, were gradually pressed out of existence.[3] Moreoever, the final years of the nineteenth century saw the diminution of the traditional brownstones, which had for decades characterized the streets of Brooklyn, and the advent of a "new age of terra cotta and yellow brick."[4]

The population of Brooklyn continued to grow rapidly as the turn of the century approached. By 1890, the total population of the City was 806,343, of which approximately 261,700 were of foreign birth. There were an estimated 94,000 German immigrants, 10,000 Italian immigrants, and 26,493 Irish and English immigrants residing in Brooklyn.[5]

The social, cultural, and economic repercussions of the continuous arrivals of diverse immigrant groups resounded throughout the City. In fact, the masses of immigrants to the New York area had increased at such a rate that a new and more commodious depot on Ellis Island had been opened in 1892, replacing the old Castle Clinton facility which had been in operation since 1855.

Brooklyn's educational institutions reverberated as larger and more heterogeneous populations banged on the doors seeking

admission to the schools. Charges of overcrowded classrooms and inadequate accommodations echoed throughout the metropolitan region.

It seemed that as soon as new school buildings were opened, their facilities proved insufficient to house the number of students desiring an education.

In 1892, there were only two secondary schools in the City, the newly-designated Boys High School and Girls High School. Alterations were already being completed which would expand the structures to house rapidly increasing enrollments. Yet, the two high schools of Brooklyn were considered to be the jewels of the system and, in fact, served as prototypes for the first Manhattan high schools in the late 1890s.

Recalling the cautious beginnings of Brooklyn's secondary school system, and rejoicing in the excellence of its status in 1893, a Brooklyn Daily Eagle reporter wrote:[6]

> Had any member of the Board of Education ventured ten years ago the prediction that so beautiful and valuable an efflorescence of the free school system would ever crown the efforts of those who were then striving for the adoption of public education of the higher sort, he would have been laughed out of the councils of that conservative body. The prophetic eye of the most ardent enthusiast for the higher free school courses in 1878, when the academic classes of the school were first mobilized in the building at Court and Livingston Streets, could hardly have foreseen such a magnificent result of the movement.

Much of the credit for the successful design of the initial secondary school movement in Brooklyn was attributed to Calvin Patterson, who had captained the Central School in the late 1880s and had become the first principal of Girls High. It was Mr. Patterson who, in 1886, stressed the need for the separation of the sexes at the high-school level. It was reported that his rationale for this distinction was[7]

> ....that to make the higher courses most valuable to the pupils, the boys and girls should go it alone. The boys (Patterson said) would become more manly and the girls more womanly, and the time of both would be better utilized under such condition.

Thus, the heritage of the Central Grammar School shaped the emerging traditions of Boys High and Girls High.

As Boys High and Girls High went their separate ways, other secondary schools were established. In 1893, the original Court Street facility housed a school which eventually developed into the Manual Training High School.

And in 1896, another facility of higher education opened to the people of Brooklyn. On September 14th of that year the old Erasmus Hall Academy, which had been a private institution for over a century, became a public high school.

Clearly, the secondary school movement in the New York metropolitan area had developed a momentum

of expansion generated, in part, by the common man's insatiable appetite for learning. As the twentieth century rapidly approached, Girls High School and Boys High School stood proudly in the vanguard of New York City's secondary education movement.

Girls High School, The 1890s

By 1892, only six short years since the Nostrand Avenue facility had first opened its doors in 1886 with a seating capacity of twelve hundred, the facilities proved inadequate. In fact, so many Brooklyn girls sought entrance to the school that several extra buildings were used as annexes to accommodate the growing overflow of students.

It was not until 1892 that an addition was built, nearly doubling the size of the original five-story red brick building. This addition brightened the spirits of the students by adding twenty-eight classrooms, a library, a lecture room, and an auditorium large enough to seat eighteen hundred.[8] In fact, while the enrollment at Girls High in 1893 had actually been estimated at seventeen hundred, the official register for 1892 had shown only 1,268 students.[9]

The addition to Girls High in 1892 encouraged plans to utilize modern forms of instructional technology within the existing curriculum. Despite the fact that many of the library shelves remained bare while officials awaited the release of funds to purchase books, elaborate plans had been made to accommodate a stereopticon, a slide projector to supplement lectures.

Additional excitement was generated by the plans to wire the laboratory in the basement with electric power. However, except for equipment supplied by the department head from his own collection, the laboratory lacked any apparatus for real experimentation.[10]

The spacious new auditorium was filled to capacity every Monday morning when the entire school assembled for a general meeting. The singing class routinely led the student body on all such occasions, and often gave special concerts to which the public was invited. The program of such a concert in 1894 included such well-known selections as "Home Sweet Home" and "By the Blue Sea." The concerts met with continuous praise from fellow students and from the general public.

Throughout the 1890s, Girls High was frequently lauded in the press as the best high school in the country, and perhaps in the world. Its course of study continued to expand with each passing year. In 1892, a new commercial course was offered to the students which included training in typing and stenography. The students were also able to select a three-year English Course, a four-year Language Course, or a broad course in mathematics and science. The general structure of the course offerings encompassed:[12]

- A two-year program in mathematics, comprising algebra, plane trigonometry, geometry, and studies in astronomy, chemistry, and physics
- A formal English course covering studies in rhetoric, and English and American authors

- A formal language course providing a maximum study of three different languages

Yet in January 1897, serious charges were lodged against the Girls High School course of study. Members of the Kings County Homeopathic Medical Society held special sessions to debate the severity of the Girls High program, and the effect such studies had upon the students' general health. The Society asserted that:[13]

> We consider the curriculum of the Girls' High School and upper grammar grades too severe and exacting. The individual members of the committee have recently had under treatment many cases of nervous prostration among the attendants of the high school, which have been the direct result of faithful application to the required course of study, and the oculists have had their attention particularly directed to many cases from this school where the pupils are compelled to wear glasses, perhaps for life, because of the strain put upon the eyes and nervous system by the pressure of the courses of study...While the forcing process may result in developing some geniuses, it inevitably produces unbalanced characters and insane temperaments, who become nuisances to friends and burdens to society.

The starkness of the course of study had been seen as magnified by the prohibition against school athletic clubs and by the general strictness with which the rules were enforced. It was not until after the death of Calvin Patterson, in 1902, that such clubs were introduced into the curriculum.[14]

Under Patterson's principalship, even the lunch periods had been restricted. Reports that Girls High students were seen flirting with Boys High students, and the fact that some students failed to return on time after lunch, had led Patterson to alter the liberal lunchtime rules. He insisted that students eat their lunches on benches in the basement of the building and withdrew the privileges which had permitted the girls to eat in the wooded areas surrounding the school. It was not until the early 1900s that a formal lunchroom was established, replacing the rather make-shift counter which had served lunch for several years.[15]

Charges of overcrowding the classrooms and overloading the courses of study continued to be lodged against the entire Brooklyn system throughout the 1890s. Many asserted that the programs were hampered by unnecessary requirements and useless subjects. In 1894, even J. Edward Swanstrom, the President of the Board of Education, attacked the system in general by asserting that.[16]

> There are so many studies crowded into the day that the pupils are kept jumping from one to another, and at the end of the week,...the children are dazed, and remember little of what they were taught.

The Superintendent's Report for 1894 presented rather grim statistics about class size. According to the report, over 377 classes in the entire system had sixty or more students. In fact, it was reported that one class held one hundred and fifty-eight students.[17]

Girls High, The Early Twentieth Century

Overcrowding of classrooms was just one of the problems which Dr. William Felter inherited when he assumed the principalship of Girls High School in April 1902. Felter came to the position well prepared to lead the school into the twentieth century. He was to remain in this position of leadership until 1933. Dr. Felter had received his education at the College of the City of New York, New York University, and Taylor University of Indiana. Before coming to Girls High, he had served as principal of three public schools, including the recently established Commercial High School, of which he was the first principal.

During the first of his three decades as principal of Girls High School, Dr. Felter instituted many significant changes in both the curriculum and the general school facilities. Wthin one year of Felter's arrival, Girls High School received the first pipe organ to be installed in a City public school.[18] By 1907, an abundance of school clubs and societies including a camera club, a German conversation club, musical societies, literary societies, and social sororities, rounded out the curriculum.

In 1912, after much political haggling, Girls High School opened a second addition to the original building. The main attraction of this much-needed addition was the installation of a gymnasium on the third floor, with a running track on the fourth floor. The gym was roughly thirty-two by eighty feet, and was built to accommodate approximately eighty girls.[19] This addition fo the school aroused some controversy in that its architectural style was somewhat different from that of the original structure. Yet within a year of the completion of the new addition, students were petitioning for "additional gymnasium facilities, cooking rooms, a music room, and proper laboratories."[20]

In 1911, as Girls High School celebrated the twenty-fifth anniversary of its building, the City rocked to the popular tune "Alexander's Ragtime Bank" and contorted to the controversial "Turkey Trot." Yet, in 1913, the need for morality and domestic ambition was the theme of the Girls High School's graduation speaker, the Rev. S. Parkes Cadman. He cautioned the class of 1913, all of whom had made their own graduation dresses, that:[21]

> "The merely smart girl is intolerable. She is not worth very much, if she is merely smart without being moral...The new woman is splendid, but then there is nothing the matter with the old one. You can never be anything better or higher than a happy wife and mother. So when you come to it, pay your debts, cook your dinners, and you will be a joy forever."

Defending the curriculum two years later, Principal Felter explained the reason for his school's resistance to joining a city wide program, in which students alternated going to school and going to an office or shop, by reminding the general public that Girls High offered its students two departments, the commercial and the academic, and that both were quite successful in preparing them for their desired goals in life. Dr. Felter reassured local officials when he noted that every girl who was to be graduated from the commercial course of study in

January 1915 already had a position awaiting her. He credited his success in finding placements for his students in part to the excellent training which they received at the school, and in part to the fact that many of the girls had been working on weekends and during the summer in order to gain experience.[22]

Dr. Felter went on to explain that those students who were in the academic department had as their ambitions either going on to college or becoming teachers, and that a bi-weekly work-study program would only interrupt their already appropriate course of study. Putting it rather succinctly, Felter remarked:[23]

> The Girls High School trained girls to become teachers, and there was no place they could go that would give them any better experience.

As World War I raged in Europe, its influence could be seen readily in the fashions at Girls High School. Hemlines went up, middy blouses were worn by over eighty-five percent of the girls, and German-style hats with steel points appeared in the hallways of the school.[24] In an interview, Dr. Felter commented that the middy blouses were quite chic, and that such uniformity in dress concealed distinctions of wealth within the student body.[25]

For years, the students at Girls High School had used the athletic field of Commercial High for its special outdoor events. In 1916, however, Herman A. Metz, a former Controller of the City, presented Girls High with its own field, located at Kingston and East New York Avenues. It was dedicated on May 31, 1917, in conjunction with the first annual field day offering an abundance of athletic events, dances, and songs. The celebration held special significance, for Girls High was to become the first girls high school in the country to have its own athletic field.[26] Showing his concern for the development of the whole person, Principal Felter planned to use the athletic field for daily physical training for his entire student body, all of whom were on double session in 1916. He proposed that the school's hockey and tennis clubs use the new field, and that both basketball and tennis courts be housed on the property which measured 280 feet by 200 feet and was estimated to be worth about $40,000.[27] Revealing his belief that the school functioned as an integral part of the community, Dr. Felter publicly offered the new field for the use of the neighborhood.

Additional evidence of the cooperation which existed between the school and the community was evidenced by the fact that the local Y.W.C.A. rented its pool facilities to Girls High two days a week. On June 15, 1919, forty students demonstrated swimming skills sufficient to merit awards. Each girl was required to swim the length of the pool on her back, rescue a "victim," do the crawl stroke the length of the pool, and "plunge in and turn a porpoise and bring an object up from the bottom of the pool."[28]

Another indication of the school's interest in developing the whole person was the fact that the awards were not based solely on swimming ability. Each contestant also had to prove that her nails, hair, and teeth were all in perfect order.[28]

The enthusiastic interest in athletics for women demonstrated by

Dr. Felter in his early years as the school's chief administrator flourished in the 1920s. As early as May 19, 1920, Dr. Felter took a definitive step toward making the national sport of baseball an integral part of the curriculum.

It was Babe Ruth's first year with the Yankees after leaving the Red Sox, and the Brooklyn Superbas (later the Dodgers) delighted the crowds in nearby Ebbets Field. It was truly the "Golden Age of baseball," and Dr. Felter teamed up with Charles Ebbets to make sure that the Girls High students were well-versed in the finer points of the game. Ebbets and Felter arranged for seats to be reserved behind third base for a Boston-Brooklyn game. Reservations for Felter's eighty faculty members and two thousand students were arranged: however, much study of the game was to precede the visit. In reporting the nature of the study, the Brooklyn Daily Eagle stated that:[29]

> ...the Principal has added baseball to the curriculum of the school...(he) proposes to discourse at length on the science of the game so that the students may know when to root and when not to root. There will be diagrams...There will be pictures...There will be much delving into the intricacies of the double play, the force out, the base on balls and the batter hit.

Another dimension of the changing attitude toward women's athletic training and competition was evidenced in the fact that Dr. Felter sponsored the 1924 introduction of compulsory athletics at Girls High. Each student was required either to participate in a sports club (i.e., horseback riding, swimming, hockey, tennis, basketball, punchball, etc.) or to attend special gymnastics classes for two hours each week. Clearly, Felter believed that athletic competition should be encouraged in the school; thus he arranged for a series of interclass tournaments to be established.[30]

Another sports event which became a favorite of both the students and the community was the Annual Field competition in which classes good naturedly but quite seriously struggled to win the trophies for the myriad of events. Each class wore a different colored tie (red, violet, navy, rose, green, and yellow) as a banner of their tremendous pride. In the late spring of each year, the girls would put on a colorful pageant of athletic prowess by competing in such events as: jumping rope, hoop-rolling, chariot races, sack races, three-legged races, skin-the-snake races, chop-suey races, leap-frog, shuttle races, and, occasionally, a balloon-shuttle relay or a wriggling rowing race in which two girls slithered on their backsides across a finish line.[31]

But competition at Girls High was not limited to sports. The academic competition was quite rigorous, and an array of honor societies encouraged students to dedicate themselves to reaching the high standards set throughout the school. In fact, in 1924, there were one hundred students competing for only four openings in the honor Dramatic Society.[32]

A decade later, the graduates of Girls High heard the reiteration of a familiar theme: that their most important role

in life was to be good wives and mothers rather than to seek out professional or business careers. In 1933, the graduates of Girls High heard representative Andrew L. Somers remind the students that:[33] "There will be no need to worry about the destiny of the nation if its girls make good mothers. The security of the nation rests upon the home. With unrecognized irony he also suggested public careers for the graduates.

Herbert L. Carpenter, a transit expert, spoke to the 1934 graduating class asserting that:[34]

> it is my firm belief that women of the United States will find the greatest careers, the most gratifying success, in modern life--in the home.

The students had traditionally received some opportunities to sharpen their culinary skills along with their academic skills. In 1926, the Girls High School cafeteria was lauded in the local press as one of the most impressive, self-supporting food services in all the Brooklyn public schools, and much of the credit for this went to the students themselves. A varied menu including hot entrees prepared by the students was served to six hundred of their fellow pupils every day. Reportedly, milk was the most popular drink due, in part, to the faculty and staff urging the students to drink this nutritional beverage and due, in part, to the fact that tea and coffee were prohibited outright in the cafeteria.[35]

Another familiar theme echoed throughout the halls of Girls High and throughout the community for the next several decades. It was the cry for more space and new additions for the building. In 1924, the Brooklyn Daily Eagle reported that the school register was 2,814; yet, the building had a seating capacity of only 2,325.[36] Formal petitions addressed the Board of Education; however, the requests for new school facilities were rejected. Interestingly, the cafeteria and the physical education programs which had been the subject of recent praise suddenly became the focus of much controversy.

Some parents asserted that the lunchroom was so crowded that students were forced to eat standing up, while others argued that the High School should have its own swimming pool so that students did not have to travel to other facilities. The lack of a pool did not seem to dampen the interest of the one hundred and ninety-eight students who joined the swim club in 1931.[37] And despite the fact that societies such as the tennis club, which boasted a membership of four hundred in 1931, flourished, the parents association charged that the more routine physical education programs suffered:[38]

> So limited are the accommodations that pupils are not assigned to the gymnasium for physical training until they reach the fifth term. The remaining grades, about 850 pupils, are obliged to take their physical training exercises in the corridors outside classrooms and in the basement halls. Girls going through gymnastic work in corridors outside classrooms in use are said to disturb classroom work....

Girls High, The Depression, and War Years

Although Girls High School withstood the Depression years, it was shaken by a number of transitions. In 1933, after thirty-one years of vigorous service, Dr. Felter retired and was replaced by Maurice Rogalin. Only three years later in 1937, the first woman principal was appointed. She was Dr. Rowena Keyes, and she is remembered fondly by her students as a woman of great strength, high standards, and formidable character. Girls High School was not unfamiliar to Dr. Keyes. In fact, she had attended Girls High and had later served there as a teacher.[39] In 1908, Dr. Keyes, who had been a teacher at Girls High for five years, wrote the school song which she dedicated to Dr. Felter.

For decades, the song was to echo throughout the hallways of the School and the memories of its graduates.

Dr. Keyes was well prepared for her new position. She had received a B.A. from Mount Holyoke and a second Bachelors Degree from Columbia University before earning her Ph.D. at New York University. Girls High School, which Dr. Keyes was to captain for the next six years, was an academically elite institution despite the fact that it continued to suffer from seriously overcrowded conditions. Girls traveled from all over Brooklyn to secure an education at Girls High. In an effort to obtain more spacious accommodations for her students, Dr. Keyes obtained the backing of Mrs. Helen Fowler, the President of the Womens's Civic League. In describing the magnetism of Girls High within the Borough, Mrs. Fowler commented:[40]

> The students of Girls High School are attracted to it because of its tradition and the high standards which it has maintained. A recent survey shows that less than 50 percent of those enrolled come from within a radius of two miles, the remainder from greater distances.

The strength of its traditions and the pride taken in its high standards united the students of Girls High despite the diversity of ethnic and economic backgrounds from which they came. Sharing thoughts on passages of Gone with the Wind or talking about Gable or Colbert over a chow mein sandwich at the counter at Woolworth's on Fulton Street bonded friendships and created rich memories of high school days. Whether it was trying to get into ARISTA or working hard on theme projects or publications within the school, the students shared in the challenges presented at Girls High. These diverse experiences proved to be rewarding for most of them, whether they were the children of immigrants or professional families.[41]

By the early 1940s, resentment toward limited career opportunities and expectations upon graduation began to surface quietly, and ever-so-subtle signs of frustration appeared in the

students' activities. So subtle were these signs that few at the time realized they were, in fact, portents of the women's rights movement which would rock the country in the next thirty years. A song which the senior class sang to the rest of the student body made this point.[42]

We are shirking our way through
high school.
We are breaking every nice rule,
That they never really ought to
formulate,
We work for years and years to
get a white diploma
And then it hangs upon the wall
of Home Sweet Home

We've gotten an education,
We've filed an application in
every Kress and Woolworth
5 & 10
Oh, you gotta know your Cicero,
Your Hannibal and Caesar
To turn the crank and fill the tank
And ask "How many please, sir?"

Even during World War II, when, the salaries of defense and civil service jobs were luring girls out of many Brooklyn high schools, the Girls High students were advised to complete their course of study before entering the job market. At the same time, students began to vocalize interests in post-war part-time careers which could be combined with marriage and family and were advised that careers in teaching would be quite practical once the war was over. Courses which were very popular at Girls High during the war years included, home-making, secretarial, languages, dietetics, and medical related classes.[43]

Following the retirement of Dr. Keyes in 1943, Edith Ward served as Principal for three years. The students of the mid-1940's mixed seriousness of purpose with normal adolescent frivolous distractions. The Loyal League, a longstanding society at Girls High School, "adopted" a Guernsey boy while the faculty "adopted" an English lad who had suffered during the war. The Loyal League even brought in Gypsy Dancers from the Roxy Theater to give a fund-raising performance for their Guernsey war orphan.

On the lighter side, the students invited a Hollywood beauty expert to speak to the pupils and offer some helpful hints on how to spruce themselves up for the winter of 1945. Mrs. Shirley Wolff, who also was a radio commentator, told the eager students that the "vitality" of Hollywood stars was due to their diet and advised them to eat whole grain foods and raw fruits and vegetables.[44] Her suggestions must have worked, for it was the very next year that the Boys High School students eagerly agreed that their school would be a suitable "brother school" for Girls High. The Brooklyn Daily Eagle had headlined an article responding to the rumors that Girls High was in search of a brother school to invite to dances and social events. "Well,Come on-- Just Ask Us, Girls! Boys High Just Raring to Be Brother School of Girls High."[45]

Principal Edith Ward reflected on Girls High in December of 1945 and, with great pride, remarked that:[46]

Girls High is a good proving ground for democracy and race relations. I am proud of our girls and their quiet and decorous manner.

It had been that year that Girls High decided to shun the D.A.R. American History competition because the students felt that the society's purported racial bias would offend the large number of black students who attended the school.[47] Yet, it was only two years later that charges were made by members of the inter-racial Commission of the Brooklyn Division of the Protestant Council that school district lines were being manipulated in order to divert black students toward Prospect Heights High School, which was on double session, and away from Girls High School which had had a sharp decline in its enrollment. In fact, by 1948, the Girls High register was only 1,100, a radical decrease in only five or six years.[48]

Girls High, The End of An Era

In 1946, Mrs. Hortense Levisohn was appointed Principal of Girls High School. A native of Texas, Mrs. Levisohn had received her education at Wellesley and Columbia and had taught in the New York City school system for over twenty years. For the next eight years, Mrs. Levinsohn served as the principal of Girls High, during which discussions about providing more modern facilities for the students surfaced again. In fact, in 1951 a proposal was made by a graduate of Boys High that the two schools join forces and design a coeducational facility. He simply asked:[49]

> ...In modern times, wouldn't it be better for Brooklyn if we had a new co-educational facility?

The alumnus' suggestion went unheeded and it would be another twenty-five years before the traditions of Boys High and Girls High would be reunited.

Under the principalship of Irvin Sulo Hecht, from 1954 to 1964, Girls High School completed its last decade as an independent institution. As the original pipe organ hauntingly echoed through the auditorium for the final graduating class in June of 1964, memories of the rich traditions and the heritage of excellence which had characterized the school for nearly ninety years lingered in the minds and hearts of the graduates and the community. Girls High School closed in June 1964.

Boys High School, the 1890s

Even before the boys left their old quarters at Court and Livingston Streets in 1892, the new High School building on Marcy Avenue sparked a rejuvenation in the spirit of its prospective students. The baseball team outfitted itself in new uniforms and won a local championship: moreover, the football team took on a more formal organization and was considered to have great potential. The dejection, which had permeated the male student body of the old Central School when the girls moved into their new facilities on Nostrand Avenue, soon dissipated as their own new facilities became a reality.[50]

The new building was lauded in the local press as one of the most beautiful educational institutions in the country. Its one hundred and fifty-two foot tower was the highest structure

on the local skyline. The reddish pressed brick facade was combined with terra cotta which had become so popular in many areas of Brooklyn. The school's myriad of arches and windows presented a welcome sight to all the students. In fact, so inviting were the new facilities that applications for admission rose forty percent.[51]

In the autumn of 1892, Principal Alec G. McAllister inspired his twenty teachers and seven hundred and fifty students to supplement the already ample curriculum with numerous societies and clubs. The first Glee Club, under the direction of Mr. W.H. Edwards, charmed not only the students but also the entire community by presenting an original rendition of "The Little Flower Girl" in neighborhood churches and theaters.

The monthly literary magazine, known as the High School Recorder, was also introduced in the first years of occupancy in the new school and was published on a regular basis for decades to come. In fact, the magazine was to receive much acclaim for its literary and editorial quality. The students referred to it in later years as the "perfect mirror of school life".[52]

School life in the early years at Boys High was rigorous and the curriculum was overloaded. Three basic courses of study were offered in 1892 including: a four year college preparatory or language course, a three year scientific course, and a two year commercial course.[53] Yet, by 1894, the students, who averaged between fifteen and sixteen years of age, were offered over thirty different subjects including: "English, Business Correspondence, Algebra, Geometry, Mensuration, Penmanship, Business Forms, German, Government, Political Economy, Reading, Declamation, Commercial Law, History, Trigonometry, French, Spanish, Music, Bookkeeping, Natural Philosophy, Drawing, Arithmetic, Physics, Chemistry, Latin, Physiology, Physical Geography, Astronomy, Geology, and Greek."[54]

The academic requirements and standards of achievement were set very high throughout the 1890s and well into the twentieth century. Excellence and achievement became traditions at Boys High. Its students took great pride in their school's reputation and struggled generation after generation to maintain its illustrious reputation. The October issue of the 1897 High School Recorder revealed the strict standards which were set for the students and noted that substantial progress had been made in the scholarship of the students in the prior three years. It stated that of the 6,187 students who had been enrolled in Boys High during the period, 16.1% had been discharged, 39.13% attained grades of 70 to 80 percent; 22.2% attained grades in the 80-90 percent range; and 2.2% scored 96% or better. 19.7% were not promoted.

It was not an easy task to obtain a ninety percent average and for those who did, it was considered a real honor.[56] Yet, the rewards for excellence at Boys High went beyond mere praise. Students who did well at the school were prepared to compete with the best students at the elite private colleges, if they chose that course in life. In fact, in the academic year 1899-1900, an aggregate $10,000

in college scholarships was awarded to Boys High students.[57] And in 1899, twenty-six students who evidenced consistent and substantial improvement in their studies for three consecutive terms received school awards of $100 each.[58]

In 1895, John Mickelborough replaced McAllister as Principal, and the proliferation of clubs and societies at the School continued. In addition to the Camera Club, which was organized in 1894, there were the Electrical Club (1896), the Natural Science Club (1897), the Alumni Association (1896), and the Red and the Black (1897).[59] Additionally, the Athletic Association and the Debating Clubs proved to be two of the most significant organizations in the school. By 1898, the list of clubs was rounded out by student organizations in chess, mandolin, orchestra, sketching, stenographic work and the "Wheelmen."

The 1899 edition of The Red and Black, the school's yearbook, contains interesting information about the everyday life of the students at Boys High. Reportedly, their main interest, outside of scholarship, was the school's athletic teams. Football was the most popular sport, and its autumn games regularly attracted between five and ten thousand exuberant fans boasting well known cheers and waving red and black flags. A group known as the "Howlers" led many of the cheers, and the Thanksgiving Day game with Polytech was considered the culminating event of the season.[60]

Other sports events were also quite popular with the students and the alumni. Baseball ranked second only to football in popularity. Handball, basketball, track and hockey followed as the sports which attracted students to both play and watch. The Red and Black suggested that expanded facilities would improve the school's records which were already generally excellent. In fact, Boys High had no athletic field readily available for practice, and the original basement gymnasium which had seemed so amply equipped in 1892 now proved sorely inadequate.

The Boys High School athletic records even in the early days were a source of great pride to the students. In 1893, the football team won eight out of eight games under the leadership of the team captain "Jake" Powell. The 1897 team went on to even greater glory, with Captain Walter Gierasch (who later played for Harvard) leading them to win the New England championship by beating Boston English High.[62]

Football rated not only number one in popularity among the school sports teams in the 1890s. it also ranked number one in expense. The athletic budget for the year ending September 24, 1897 revealed.[63]

Basketball.....	$ 5.76
Track team.....	78.70
L.I.I.A. League.....	50.00
Football.....	324.08
Baseball.....	200.32
	658.86

The turn-of-the century students reportedly could be classified into three basic social types: the "lions among the ladies, "those who shun ladies, and those who liked some female company."[64] A rather critical but graphic description in the 1899 Red and Black describes with some contempt the Boys High students who shunned the ladies of

Girls High and other local female academies. They were: [65]

> ...the "grinds" and "digs" of the school---those round-shouldered, pale-faced, sickly youths who revel in angles and tangents, Greek and Latin verbs, and other absurd and unnecessary subjects.

Boys High not only strengthened itself during the 1890's it also generated two offspring. In November 1893, the old Court Street facility, under the direction of a Boys High teacher, became a manual training school and eventually developed into Manual Training High School. Furthermore, in 1899, the commercial annex of Boys High developed into Commercial High School.[66] Clearly, the last decade of the nineteenth century secured the belief that the common man not only wanted and deserved a public secondary education, but that such institutions were of great social and cultural benefit to the community as a whole.

In 1898, the boroughs consolidated to form New York City; but, in Brooklyn the occasion was marked by solemn speeches and the tolling of the City Hall bell at midnight. Many Brooklynites had agreed with the anti-consolidationist factions who argued that, without its sovereignty, Brooklyn would lose its identity and bear the ill effects of Manhattan's rapid growth. The period was still a strange combination of nineteenth century anachronisms and twentieth century innovations. It was a time when more people talked about automobiles than saw them, and the Brooklyn Bridge remained the sole structure spanning the East River. Horse-drawn carriages, bicycles, and ferry boats still transported those who were not in a rush, while elevated railroads rattled rapidly throughout the City.

Brooklynites found some solace in the fact that the first City Superintendent of Schools would be William H. Maxwell who had served as the Brooklyn Superintendent since 1887. Maxwell, who had a profound influence upon the direction of the city schools for several decades, repeatedly called for educational programs which would educate the child intellectually, morally, and physically. Boys High School provided clear evidence that the Superintendent's challenges could be met, as its students achieved scholastic honors, won athletic championships, and were known to be of high character.

Boys High, The Early Twentieth Century

In the early twentieth century, students at Boys High rejoiced not only over the expanding opportunities which the school offered, but also over the more spacious facilities offered by the 1913 addition to the building. On May 23, 1913, the new addition was formally opened with ceremonies which welcomed alumni and local officials. The reception was held in the gymnasium and class gifts were presented to the school. Superintendent Maxwell delivered the address and representatives of the classes of 1889, 1890, and 1892 participated in the ceremony.

But the changes which the students witnessed in the first

two decades of the twentieth century were not all pleasant. In 1905, Dr. Vincent Aldridge, who had served the school as an athletic coach and who had earned the title "Father of Boys High School Athletics", retired. Aldridge, who had formed the first school baseball team even before the new building was completed in 1892, had come to be admired as the personification of the Boys High tradition of sportsmanship and general excellence.[67]

Another transition occurred in 1907, when James Sullivan replaced John Mickelborough as principal of Boys High. Sullivan served until 1916 and captained the school through some of its most glorious athletic days. But excellence came not only in the arena of athletics. In the first twenty years of the century, Boys High had earned a well-deserved reputation for being a "stronghold for Latin and Mathematics."[68] In fact, a visitor to the school in 1927 admired a large trophy on display only to find out that Boys High had at one time won the New York City mathematical championship for thirteen consecutive years.[69]

In 1916, Arthur Janes succeeded Sullivan as Principal. Janes served in the position until 1924 when Eugene A. Colligan assumed the title, which he held until 1931. During the several transitions of leadership, Boys High was able to maintain an even keel and continued to develop not only a city-wide reputation for superior achievement but also nationwide respect.

A glimpse of what school life was like at Boys High while Eugene Colligan was Principal is, perhaps, best gained through the detailed account of Charles K. Taylor's visit to the school in 1927. Taylor, a critic of schooling in both England and the United States, was most favorably impressed by what he observed at the school. He mentioned the seriousness of purpose with which the boys approached their studies, describing the young men often rising from their seats in enthusiasm over a discussion in a mathematics class. The numerous literary publications also reflected the students zest for their studies. Indeed, there were publications in Spanish, French, German and even Latin, in addition to a student-produced magazine in Physics and one in Mathematics.[70]

Taylor noted that the behavior of the students was quite orderly and attributed this, in part, to their school pride and, in part, to the fact that the older boys often acted as hallway monitors. He also observed that the lunchroom, school store, and even a school bank were supervised by the older students, thus not only delegating to the students responsibility for the smooth running operation of the school, but also developing self-respect and school pride among the boys.[71]

Taylor remarked, further, that the groupings of classes were both efficient and democratically administered. The students all received an intelligence test upon arrival and were initially grouped into classes of forty, according to the test results.[72] However, the class structure was not static, for eventually the classes were regrouped according to classroom performance. So strong was the Boys High academic tradition that the school's handbook suggested

that a student spend at least forty-five minutes on each lesson at home every night or in the study halls in school.[73]

Boys High, The Depression and Wars Years

In 1929, the year the stock market crashed and the nation stood on the precipice of the Depression, Boys High dedicated its new athletic field. With the dedication, many young boys and their coaches visualized that the Field would help train young men to go on to star in college athletics. However, few at that time realized that the dreams of many of the young men would be tarnished by the harsh realities of the Depression. The man who was to lead the school through the Depression years, and for many years thereafter, was Alfred E. Tausk, the first man in New York City to rise within the ranks of the same school from student to teacher to principal.

Tausk, who held the position of principal for a total of twenty years, from 1931 to 1951, had received his Bachelor's degree from Cornell and his Master's degree from Fordham. He inspired excellence and pride in his school and, in many ways, was the true personification of the rich traditions of Boys High. It has been said that many of the old school traditions were kept alive because of men, such as Tausk, who returned after obtaining their degrees to teach at their high school alma mater. In fact, by the mid-1920s, thirty of the one hundred and seventy-eight faculty members were Boys High graduates.[74]

With considerable foresight Alfred Tausk began, in 1947 a campaign to gather data systematically on the departmental honors and awards which had accrued since 1931. The data collected demonstrates that Boys High School continued to flourish during the Tausk era. Within two decades, the Spanish Department won the following awards, and many more:[75]

1931-1936, 1938, 1944, 1945:
La Voz, First Place, Columbia Scholastic Press Association Award

1941, 1942:
La Voz, Second Place, Columbia Scholastic Press Association Award

The German Department took similar honors in 1930 and 1931 when they placed first and second respectively in the Columbia University Press Association Contest.[76] The Music Department presented data which revealed that their Glee Club and Melody Men had, for decades, performed for many special events both in the school and in the community. The following awards, a partial listing were received by the Music Department:[77]

1937, 1938:
First place medals for Boys High School Metronome Magazine in the National Columbia Scholastic Press Association Competition

1940:
Award of Merit from the World's Fair to the Boys High Glee Club

1944:
Red Cross War Fund Certificate of Appreciation to the Boys High Glee Club

1944:
New York State War Council Certificate of Recognition for Patriotic Service

During the period 1924 to 1946, the football team compiled the following record:[78]

1924-2nd Place)
1925-1st ") 13 straight victories
1929-2nd "
1932-2nd "
1935-1st ")
1936-1st ") 18 consecutive victories
1937-1st ")
1939-1st ")
1940-2nd ") 13 consecutive victories
1943-2nd "
1945-2nd "
1946-tied for 1st place

The track team also had an illustrious record between 1937 and 1947: 7 out of 10 years winners of P.S.A.L: One Mile Relay Championship
7 out of 9 years winners of P.S.A.L: One Mile Relay Outdoor Championship
4 out of 10 times winners of the Brooklyn Track and Field Championships

At the Penn Relays in the 1946-47 season, the Boys High track team set an American record for the quarter-mile relay (.43:5)

And from 1935 to 1947, the Boys High School basketball team won approximately seventy-five percent of their games.[79] On the academic side, the Mathematics Department also continued to bring honors to the school and, in 1937, won permanent possession of a city-wide trophy for excellence.[80] In 1938, under the chairmanship of Israel Koral, the department boasted a faculty of twenty-seven members, fourteen of whom had Master's degrees and two of whom had their doctorates.[81] The Department's awards between 1916 and 1954 included:[82]

1916:
Algebra Contest, Stuyvesant Mathematical Society

1922:
Winners in the Interscholastic Algebra Contest

1924: (Jan.)
Winners in the Interscholastic Algebra Contest

1924: (June)
Winners in the Interscholastic Algebra Contest

1925:
Winners in the Interscholastic Algebra Contest

1946:
Interscholastic Math League, Third Place Cup

1947:
Interscholastic Math League, Third Place Cup

1948:
Interscholastic Math League, First Place Cup

1949:
Interscholastic Math League, Second Place Cup

Additional scholastic honors earned by Boys High included, but were not limited to:[83]

1916-18:
The Amherst Trophy for Excellence in Public

Speaking

1918,21,22:
Interscholastic Debating Contest Winners

1923:
Brooklyn Eagle Current Events Contest

1954:
Westinghouse Scholarship Plaque

The era in which Dr. Tausk served as Principal of the school was a time in which the heritage of Boys High prospered despite the hardships of the Depression period and World War II. But, it was also a period of change. Prior to World War II, the Boys High School student population was predominantly Jewish and from the white Brooklyn neighborhoods.[84] As the socio-economic patterns of the area began to shift and as whites began to move to different areas, the enrollment at Boys High became increasingly Black and Puerto Rican; thus, the old traditions blended with the new and richly abundant cultural traditions of diverse ethnic groups. Historically, the school had always served Brooklynites and recent immigrant groups throughout the area. This pattern was to continue for generations to come as Puerto Ricans and West Indians settled in the community.

Boys High, Its Diamond Jubilee

Tausk, who had affectionately been called "Mr. Boys High School" died in 1951 of a heart attack before he was able to secure a new facility for the school, a project to which he had dedicated so much of his life. Tausk's immediate successor, Jacob Mann, served as acting principal for the year 1951-1952. In 1952, Abraham Margolies was appointed the seventh principal of Boys High. During the Diamond Jubilee celebration of Boys High in 1954, Margolies addressed the students and asked that they become a part of the living and growing tradition of the school:[85]

> We at Boys High School are proud of the fact that for seventy-five years we have been educating young men who have learned to translate their knowledge and abilities into service of the community and the nation.....Let us hope that in the three or four years you will be with us, you will not only carry on the best traditions left to us by one hundred and fifty classes of previous candidates, but you will also help build worthy traditions of your own.

In the 1950s, the tradition of superiority which had begun to reveal itself on the basketball courts of Boys High a decade earlier, flourished. Coach Mickey Fisher and his "Kangaroos" brought the city championship to Boys High several years in a row. Coach Fisher had become a legend not only in the school but also throughout the City. Fisher was succeeded by his assistant, Howie Jones, who picked up the legend where Fisher left off. And the era of excellence on the courts continued into a second decade under Jones, who had been the captain of the Boys High basketball team when he was a student back in 1944. The basketball team developed a reputation for producing the best players in the city and, in fact, in the nation. Reputedly, scouts from colleges would select Boys

High team members sight unseen.

Perhaps more importantly, Howie Jones, who also served as a Dean of the school in addition to being a coach, appreciated the relationship between the school and the community. He was truly a part of both, for he was equally at home in the neighborhood playgrounds as on the courts of major tournaments. His colleagues, his students, and the community respected him, and his charges strove to live up to the high standards that he set for them. He insisted that his players not only possess superior athletic skills, but also that they internalize the values of being gentlemen.

Boys High, The Tumultuous Sixties

Yet another change was also taking place.

The population of the community surrounding the school was changing rapidly. By the late 1960s, the enrollment was almost 100% black.[86] The speed of this change resulted in additional pressures and opened exciting opportunities for exploring new forms of cross-cultural communications; melding the best of the old school traditions with the best of the cultural heritage of the new student population.

While some students continued to achieve academically and to attend the nation's most prestigious colleges, critics from various perspectives charged that the school was failing to provide the students with an appropriate education. (The issue of "appropriate" education was also being debated in classrooms and conferences from New York to California.) Some argued that the course of study at Boys High should be more sensitively adapted to the needs of the student population and should include a much-wanted black studies program. Others argued that the excellence of the athletic teams had over-shadowed the academic dimensions of the school, that the school was no longer recognized as a cradle for future doctors and lawyers, that it had become known primarily for the production of athletes par excellence.[87]

The truth of the matter lay somewhere in between. The school was struggling to change in order to keep abreast of the times and to adapt selectively to the many challenges which shook its very foundations. Many students continued to achieve in traditional academic areas while others excelled in the athletic arena.

During these turbulent times, Coach Howie Jones was considered one of the stabilizing influences. When he left in 1969, it was, as a colleague stated, a great loss to the school.[88]

But again the torch of athletic excellence at Boys High passed to another generation of coaches. Frank Mickens, a highly respected member of the Boys High faculty, stepped into the position and, to this day, continues to lead his teams to victory on the courts and proper behavior in the building. A man who has earned much respect and admiration from his students and his colleagues, Frank Mickens has written his own unique chapter of excellence in the history of Boys High, as we celebrate this centennial year with the New York City basketball championship.

As in many other urban schools in the late sixties, political turmoil contributed very heavily to high absenteeism.[89] Charges of truancy, the use of drugs, and vandalism plagued the venerable school. It was

a time in history when many of the nation's institutions were being challenged and shaken, and Boys High was to be no exception.

But the students, in a variety of ways, voiced their concern for the future of the school. The Allied Activities Association, which had served for generations as the traditional student government organization, began to take on a more forceful role. In 1969, it set out a series of demands which included: increased non-police security forces in the school; elimination of drug use and distribution; increased guidance services for the students; a required evaluation of teachers emphasizing sensitivity to minority needs and interests; and the abolition of the industrial arts program. [90]
A series of other changes occurred in the late 1960s. Student and community groups urged that a principal more closely identified with the community be appointed.

The community-supported principal, Dr. Norvel Clark, assumed the office left vacant by Principal Rosenman. He found, however, continued restiveness within the high school. Clark's stay at Boys High was pressure-filled.[91] Severe student discipline problems adversely affected general instruction, occasionally preventing the many who wanted to learn from obtaining an optimum education.[92] But, such behavior was severely criticized by the majority of students. As newspapers publicized the problems which riddled the school, the students, for the most part, struggled to effect change. Despite this, there were many students who captured the traditional spark of excellence in academics and athletics and who brought their own personal vitality to the school. The personification of such achievement was Dewey Hickman, who in 1969 served not only as the Student Government president, but also as the captain of the track team, which had won the city championship. Just one of many students who excelled at Boys High, Hickman had earned a full scholarship to Harvard.[93]

Boys High, The New Era Begins

The combination of change and conflict was to accompany Boys High into the early half of the 1970s. Plans for relocation into a new building, the introduction of co-education, and a revised course of study were adopted for the school.

In 1973, a series of protests delayed the construction of the new facility located on four acres of land at the intersection of Fulton Street and Utica Avenue. Various community groups formed a Boys High Coalition and demanded that sixty percent of the construction labor force be drawn from the community which was suffering a severe unemployment rate of nearly fifty percent.[94] Additionally, the Coalition demanded that three million dollars in subcontracts be awarded to local contractors out of the projected twenty-eight million dollars budgeted for the new school. For several months, the Coalition and its supporters picketed the construction site; thus, the schedule for the opening of the school was delayed.

Although methods had changed, the present-day community members were determined that the School's integral relationship to the community would continue.

In 1975, its last year in the old building which had been designated a landmark, overcrowded conditions once again beset the school; however, out of the 2,300

students enrolled, sixty were girls.[95] Boys High was perched on the brink of coeducation, and the girls were part of an experiment to determine the needs and interests of the mixed student body. The girls were quite well received and, in fact, captured two out of the top three elective offices.[96] It was expected that upon the reunification[97] of Boys and Girls High School in the new Fulton Street Facility, the student enrollment would eventually reach a balance of fifty percent male and fifty percent female students.

Boys and Girls High School, A Beginning

When the doors to the new facility finally opened in 1976, the long-lived traditions of Boys High coupled with those of Girls High to form a new school, Boys and Girls High. During the years of planning and preparation for this consolidation, Dr. Delius Wilson, who possessed fine credentials, was the Boys High principal. Upon consolidation, Boys High's last principal became Boys and Girls High's first principal.

An era of challenge and excitement had begun as the new school approached the Centennial anniversary of its progenitor, the Central Grammar School. The lineage of the school had been, at times, circuitous but the old school ties remained intact. The bonds of tradition, which had linked the sibling schools, Boys High and Girls High, for almost ninety years were to be revived in the new Fulton Street school.

The old Boys High building was designated as an annex for the Fulton Street facility, and as an ambitious and excellent alternative school, called The Street Academy. Under the capable direction of Mr. Thom Turner, the alternative program flourishes amidst the old oak desks and antique fixtures which still adorn the original building. The dynamics of a highly innovative program in a traditional setting provides a uniquely rich environment for the students.

In the Centennial year of the school's history, the leadership would again pass hands from one principal to another. An energetic educator, Dorothy Joseph, was appointed acting interim principal in 1978, and she was to chart the course of the school during a year marked by new challenges and by remembrances of the old challenges which had shaped the school throughout its first one hundred years. The school traditions were not just familiar to Dorothy Joseph; they had in fact, been an integral part of her family's life. In 1901, Ms. Joseph's mother, Augusta Accooe, had graduated first in her class with a 96.6 average at Girls High, and Dorothy, hereself, had received her secondary education at the school. Quite appropriately, Ms. Joseph brought this sense of tradition and appreciation for the rich heritage of the school to Boys and Girls High in its Centennial year.

As the school embarks on its second century of vitality within the community, it faces new challenges. Still, the heritage of its first one hundred years serves as a source of stability and strength. With the successive waves of students, faculty, and administrators, the traditions of the past have been revitalized by each generation's pride in the present and its hopes for the future. The heritage of the School has been a rich blend of tradition, pride, and aspirations, and it will be the qualitative interaction of these forces which will determine the future course of the venerable institution.

FOOTNOTES FOR PART III: Our School: 1892-1979

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30. The Brooklyn Daily Eagle, 30 Sept. 1924, p. 5, col. 5

31. The Brooklyn Daily Eagle, 7 June 1922, p. 5, col. 3 and The Brooklyn Daily Eagle, 26 June 1923, p. 5, col. 6.

32. The Brooklyn Daily Eagle, 30 September 1924, p. 5, col. 3.

33. The Brooklyn Daily Eagle, 29 June 1933, p. 11, col. 1

34. The Brooklyn Daily Eagle, 31 January 1934, p. 12, col. 8.

35. The Brooklyn Daily Eagle, 8 May 1926, p. 7, col. 2.

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97. This was a figurative reunification in which the names, spirit and memories of the two institutions were revitalized, either intentionally or unintentionally. In fact, after the official closing of Girls High in 1964, the remainder of its students transferred to other schools. Most went to Prospect Heights which has been called a "daughter of Girls High."

Plans,

Activities, and Resource Materials

PART I

Our School Today

INTRODUCTION OUR INSTITUTIONAL LINEAGE

Question

Are there any buildings in our community which represent the institutional lineage of our school?

Understandings

- School architecture has a unique history. It reflects not only the popular styles of the times but also the educational theories which are currently in vogue.
- Our educational environment affects our outlook on school and our performance within the institution.

Materials

Selection A - An architectural rendering of the "New Boys High School," now called Boys and Girls High School. The sketch is reprinted with the permission of Max O. Urbahn Associates, Inc.

Selections B and C - Photos of the old Central Grammar School Building which is still standing on the corner of Court and Livingston Streets, taken in the winter of 1979.

Selections D and E - Photos of the old Girls High School on the corner of Nostrand and Macon, taken in the winter of 1979.

Selections F, G, H, and I - Photos of the old Boys High School on Marcy Avenue, taken in the winter of 1979.

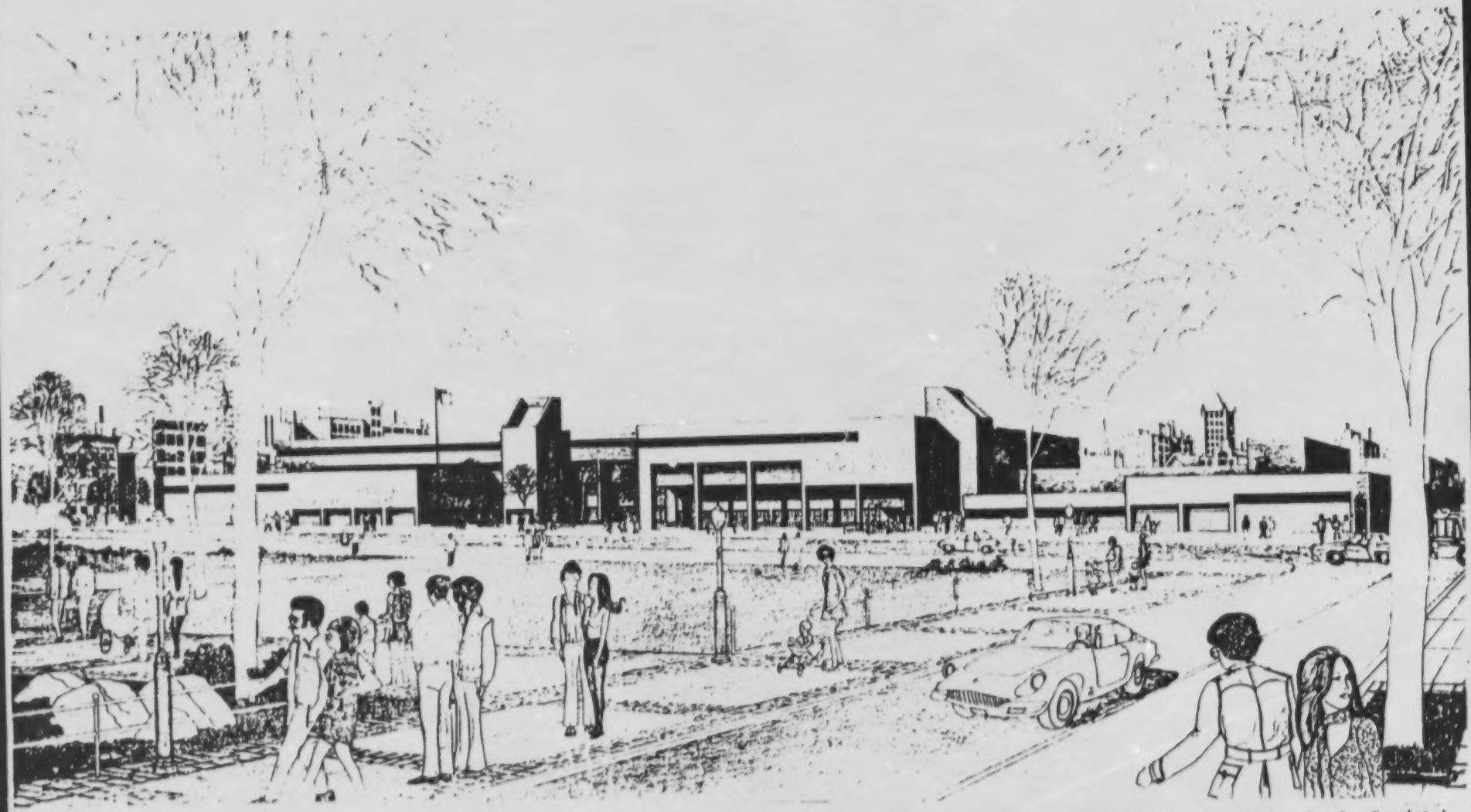
Additional Resources

- Students' own photographs, sketches, models.
- Walking tours to the building sites.

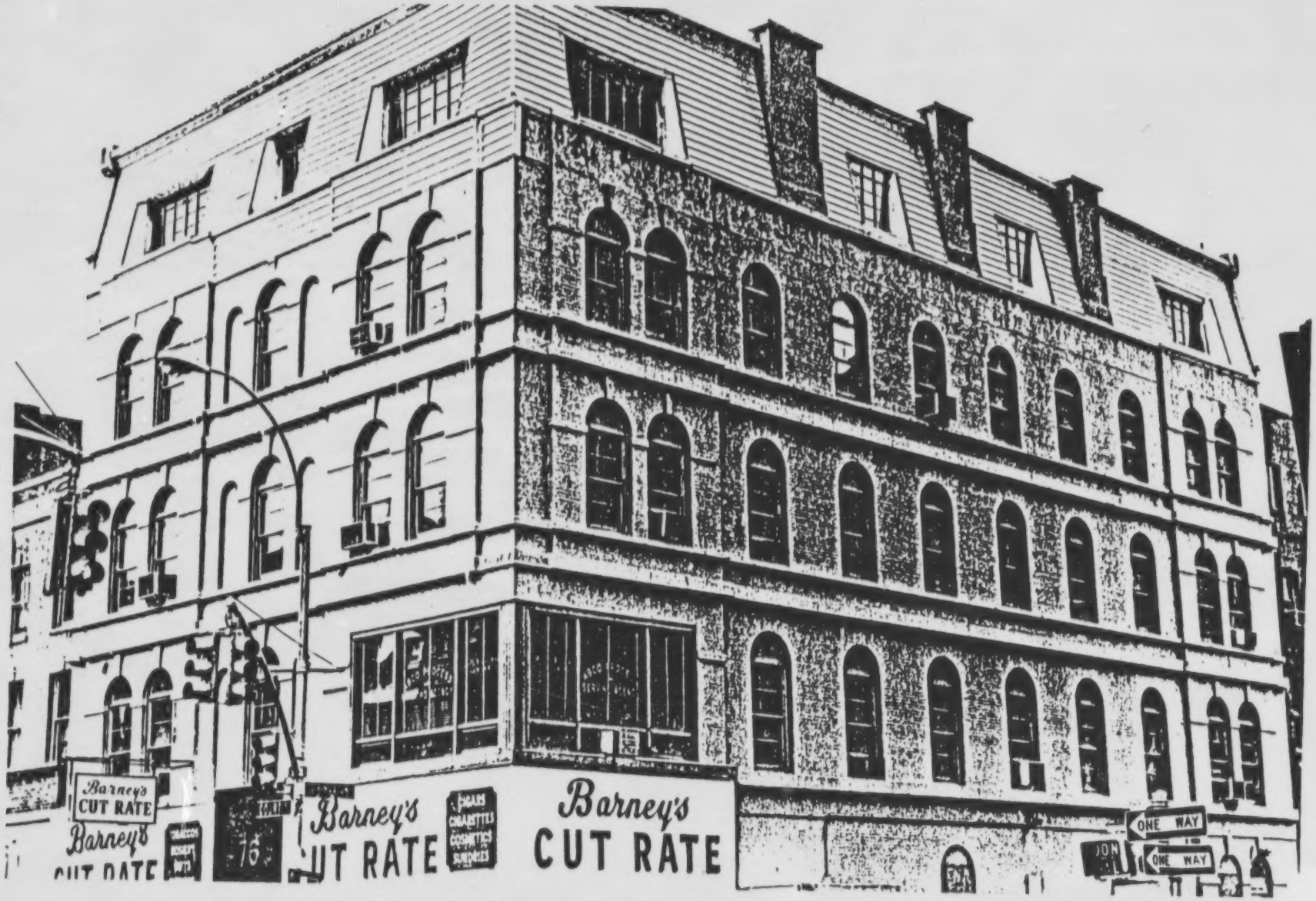
Code References

Numbers indicate pages in History.
Letters indicate Special Events.

SELECTION A



"New Boys High School," Architectural rendering sketch. Reprinted permission of Max O. Urbahn Associates, Inc.

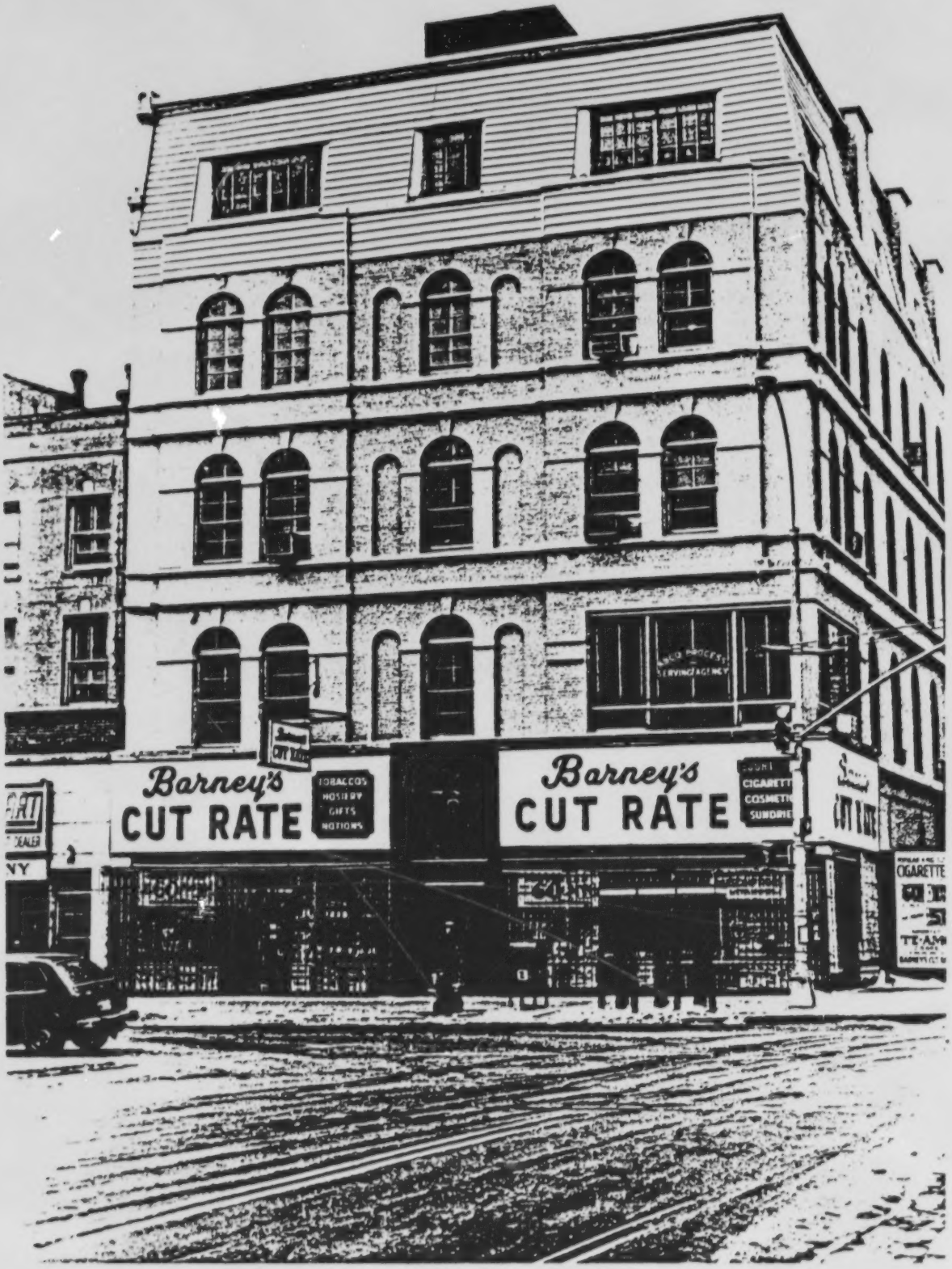


The old Central Grammar School Building
Winter 1979

Photo: K. Morin

SELECTION C

The old Central Grammar School Building, Winter1979,photo: K.Morin



SELECTION D

The old Girls High, Nostrand and Macon, Winter 1979 photo: K. Morin

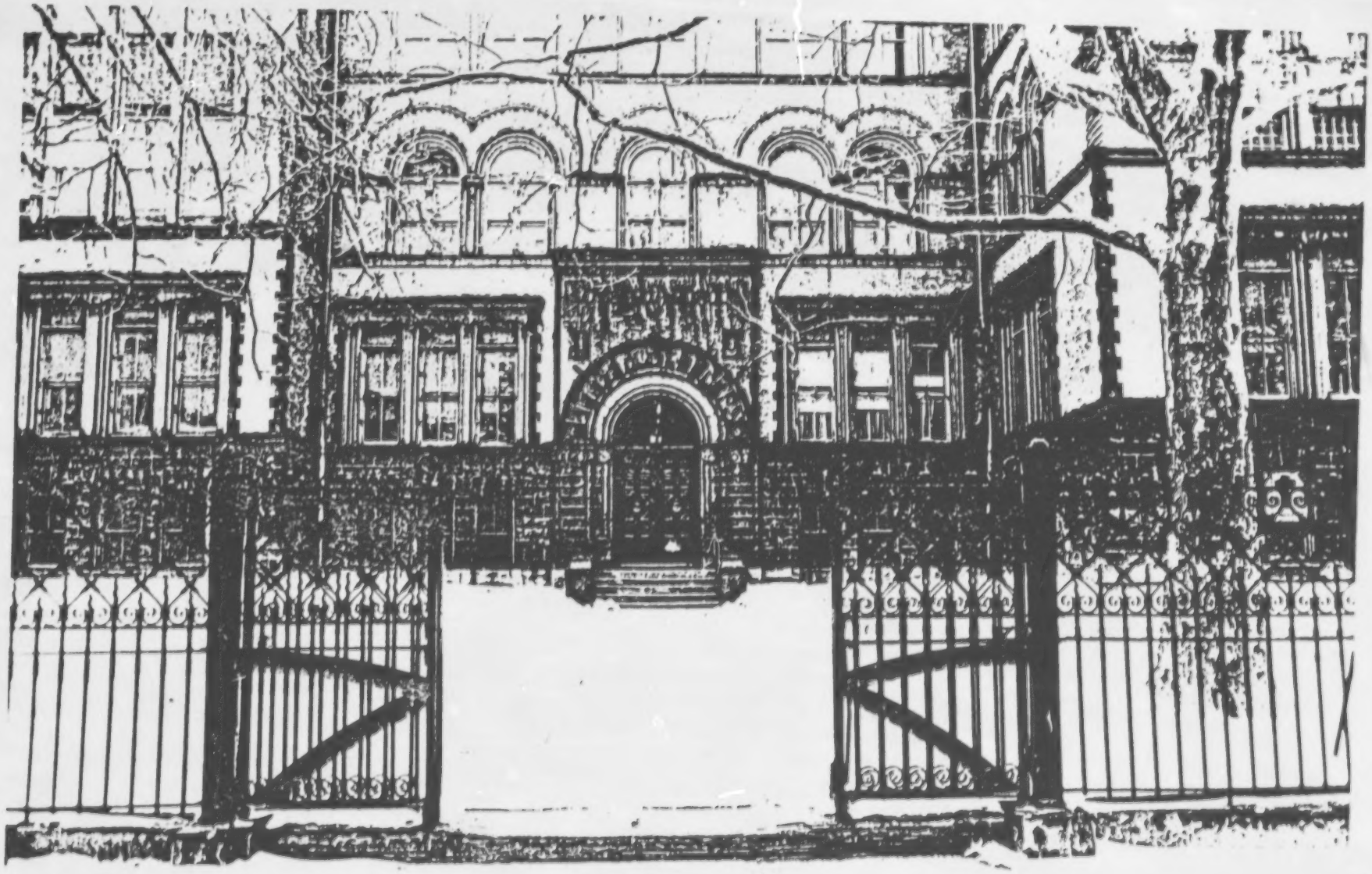
64

SELECTION E

The old Girls High, Nostrand and Macon, Winter 1979 photo: K. Morin

SELECTION F

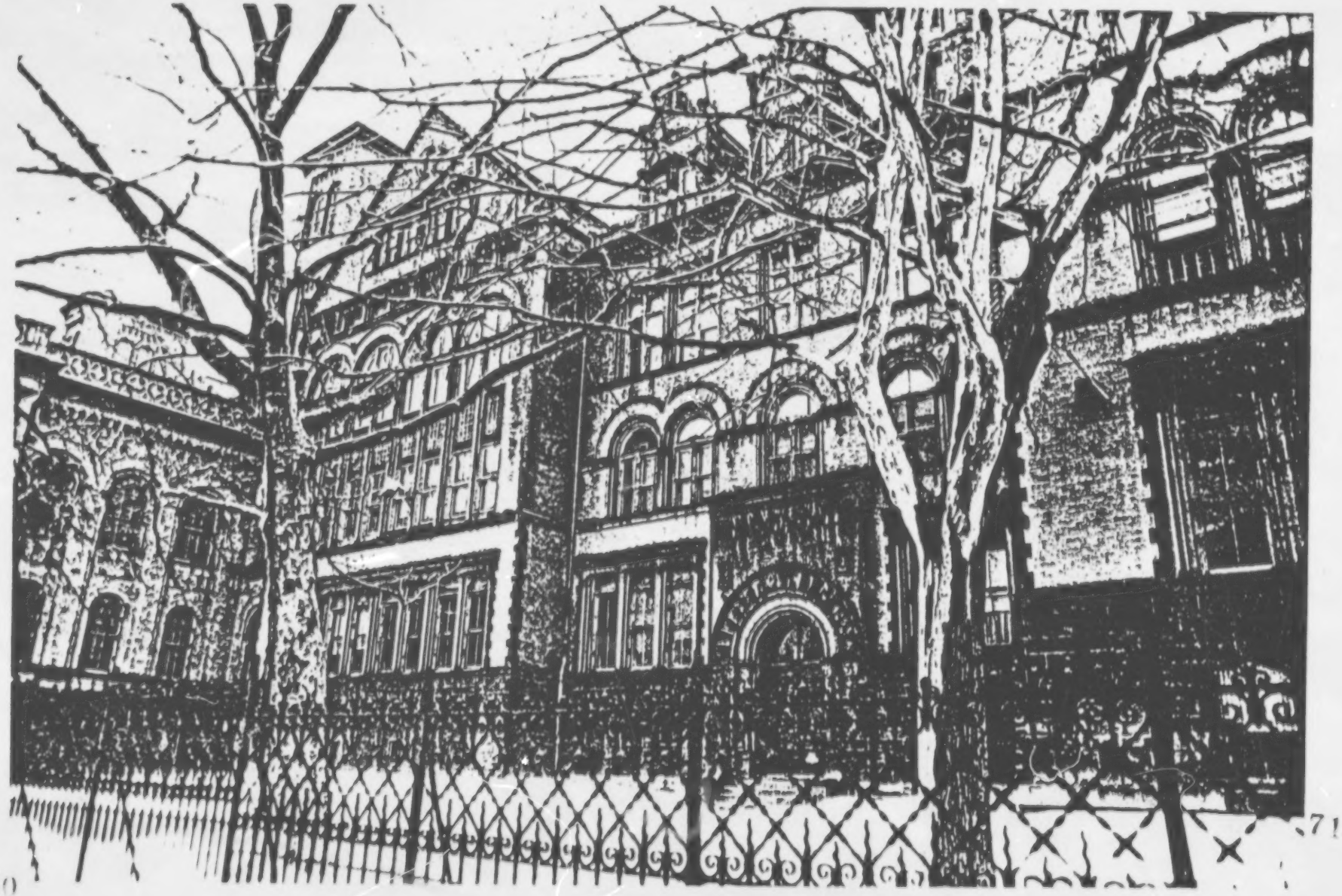
The old Boys High, Marcy and Putnam, Winter 1979 photo: K. Morin



SELECTION 3

The old Boys High, Marcy and Putnam, Winter 1979

photo: K.Morin



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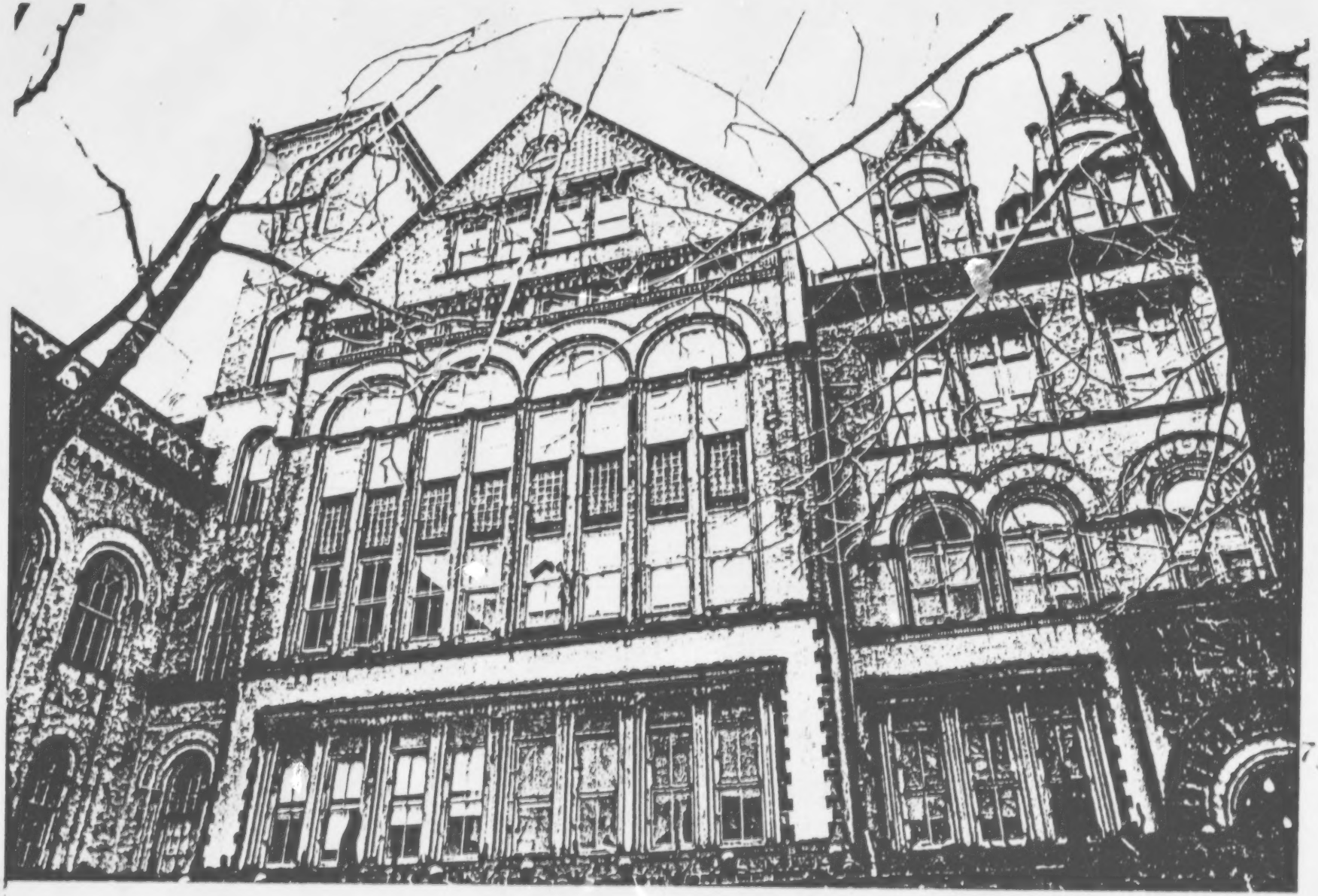
SELECTION H

The old Boys High, Marcy and Putnam, Winter 1979

photo: K. Morin



SELECTION I

The old Boys High, Marcy and Putnam, Winter 1979 photo: K. Morin

SUGGESTED ACTIVITIES

ALL SUBJECT AREAS:

- Take a walking tour. Visit Boys High and Girls High and arrange transportation to visit the old Court Street School, which is now a storefront and an office building. 7 I

ENGLISH:

- Write a poem dedicated to either one or all of the buildings which comprise the institutional lineage of Boys and Girls High School. Share with fellow students. 7 8 T

- Review old yearbooks, school newspapers, and local papers. Locate photos of the various schools. Exhibit. A T

- Examine selections A through I. Write a brief statement about the feelings that each of the diverse architectural styles evokes. Share your thoughts with fellow students. 7 8

FINE ARTS:

- Create a burlap wall-hang and applique designs symbolic of the Centennial. Include a design which depicts each of the four related schools which represent the institutional lineage of Boys and Girls High. 7 8 C G

- Sketch each of the schools and place these on a timeline indicating the dates when they opened their doors to students. 7 T

HOME ECONOMICS:

- Bake Centennial Cakes. Use various shaped pans and arrange them to look like one or more of our schools (Central Grammar, Girls High, Boys High, Boys and Girls High) 7 c

INDUSTRIAL ARTS:

- Make models out of paper, clay, cardboard, or plywood for each of the schools. Decorate them in as much detail as possible. Place them on a large piece of plywood upon which a map has been painted. Create a miniature village of the areas around them. Exhibit. 7 T C

PHOTOGRAPHY:

- Take the photographic tour through the history of the school. Examine the changing architecture which can be seen in each of the attached Selections. In a whole-class format, discuss the impact that the school environment has upon a neighborhood. 7 8 I

- Create a photographic essay about the new Boys and Girls High School. Display this for your fellow students to view. This could be an individual, club, or class project. 8 T V

- Send the photography club members out into the community to photograph other "old" neighborhood buildings. Determine the dates of their construction and compare their architecture. Create a photographic tour of the history of the school neighborhood. 8 T I

Plan #1
Community Influences

PART I OUR SCHOOL TODAY

Question

Who are our educators?
What educational institutions exist in our community today?

Understandings

- Our society has a rich tradition of providing a multiplicity of educational institutions.
- People are educated in many ways, by many people, in many different places.
- Many educational concerns have remained constant for well over one hundred years.

Materials

Selection A - Article: "Who Are Our Educators?" The Brooklyn Journal of Education 1:1 (March 1875): 32-35.

See also Selections C and D in Part III which outline requirements for the high school diploma and for graduation from Boys and Girls High in 1979.

Additional Resources

Souvenir of Brooklyn: Descriptive, Historical, and Statistical Review (New York: Anderson and Gillette, 1890). (No author cited. Available at the Brooklyn Public Library, Grand Army Plaza.)

Half-Century's Progress of the City of Brooklyn: Leading Manufacturers and Merchants (New York: International Publishing Co., 1886).

Current newspapers, New York City.

Brooklyn telephone directories.

Neighborhood newspapers, bulletins.

Church directories, bulletins.

Code References

Numbers indicate relevant pages in History.
Letters indicate Special Events.

PART I, Plan 1

SELECTION A

WHO ARE OUR EDUCATORS?

T. W. VALENTINE.

If the first word in this caption were *what*, instead of *who*, the first thought of the casual reader would probably be turned toward our *teachers*—their character, qualifications, merits and demerits—in short, the *personnel* of those engaged in this important branch of public service. But are teachers our only, or even principal, educators? Does the education of our American youth devolve chiefly upon those who are engaged in our public or private schools, our academies, colleges and universities? None but those who take a narrow and superficial view of what education really is, will think of answering this question affirmitively. Education, according to Webster, "comprehends all that series of instruction and decipline which is intended to enlighten the understanding, correct the temper, and form the manners and habits of youth, and fit them for usefulness in their stations." If teachers, technically considered, are alone to be held responsible for the accomplishment of a work so vast and important as this, they should, indeed, "magnify their office." But should they be so held? Others certainly are doing a part of this great work, and manifestly ought to share in its responsibilities and rewards. To show who these others are, is the object of this article.

1. MOTHERS.—I say *mothers* rather than *parents*, for, while the chief burden of *providing* for the child usually devolves upon the father, the mother is its chief guardian, as well as trainer, through infancy and early childhood. She, therefore, lays the foundation

Source: "Who Are Our Educators?" The Brooklyn Journal of Education, I.1, March 1875, pp. 32-35.

upon which the future superstructure must largely rest; for much experience and observation have convinced me that more, both of good and evil, is done to and for the child in the first seven years of its existence, than is generally supposed. If its careful training during that important period be either neglected or misdirected, no subsequent care of either parent or teacher can possibly make amends for it. To hundreds of weeping and almost heart-broken mothers, I have been obliged to say, "I fear it is too late—the case is already past cure—the mischief is already done;" and, though I had not the heart to *say* it, I thought, "and you have done it!" Not intentionally. Oh, no; no mother would do that; but thoughtlessly, ignorantly, *indulgently*. Depend upon it, the infant that successfully insists on having the hammer and looking-glass to play with, will yet ring that mother's heart, for she has been "sowing the wind, to reap the whirlwind." More persons owe their ruin to their mothers than is generally supposed: and, on the other hand, more persons owe their whole success in life to the wise, judicious, careful, *early* training of a good mother, than even the most thoughtful have generally acknowledged.

2. PREACHERS.—Under this head, I include all who preach sermons, give lectures, make public addresses, teach or superintend in Sabbath-schools, or in any similar way, give oral instruction upon religious, moral, intellectual or scientific subjects, wherein the knowledge and influence of one mind and heart are brought to bear upon those of others.

The pulpit is a tremendous power, at least in all Christian lands, and long may it so continue to be: for, whether orthodox or heterodox in creed, its moral and intellectual influence is a healthy one. Almost any religion is better than no religion, and little danger is to be apprehended from error, so long as truth is left free to combat it. In this country, where any education will always be considered imperfect, that does not qualify a man for public speaking, the defects of an early or wrong education are almost overbalanced by the instructions of the lecture-room, and, though many of these may be trashy and superficial, the system is, on the whole, undoubtedly beneficial. The condensed wisdom of the learned, thus becomes the property of the million: and in no department of public instruction do true merit, charlatanry or humbug sooner find their own level. When, however, the success of this method of instruction depends upon mere curiosity, or a straining after sensationalism, whether in the pulpit or on the platform, it is of questionable utility.

3. EDITORS AND AUTHORS.—What a tremendous power for both good and evil has the printing-press become, and not in this country only, but the world over! Doubtless the time has been, when it was safe to advise the young to read all books, and even all newspapers, within their reach. Now, all teachers and parents know that half their efforts must be given to keeping pernicious literature beyond the youthful reach, or in counteracting the baleful influence of that already read. Many a boy's mind and heart

have been fatally and irrecoverably corrupted by the reading of a single pernicious book. History, biography, and even the healthful romance, are already discarded in favor the "Dime Novel," "The Pirate's Own Book," and "Jack Sheppard," becomes the hero of the hour. Search the bed-rooms at home, the pockets and desks at school, to find what "that boy has been about," that he failed in his lessons, and the inevitable "Dime" or the "Days Doings" tells the story at once. Thus, while faithful parents and teachers combines to teach and train for God and truth, another teacher, more potent and far more agreeable, slips in ahead of both, and secures the better attention. Do we need a prophet's ken to foretell the result?

And, then, the editors of even our good daily papers—why, they have more scholars and give more lessons, too, than we teachers do. Teachers? Are they not teachers *more* than we? And they are more popular, too, than we, notwithstanding they whip oftener and harder. We, perhaps, make the hands or the legs tingle a bit for a few moments; but these editor teachers—why—they not only make ears tingle but sometimes hearts ache as well! Editors—not teachers—indeed! It is to be feared their lessons are more studied, better learned, and longer remembered, than those of any other class, especially during these "trial" seasons. One of the most widely circulated of our metropolitan daily papers recently asserted, that "one of the curses of our period is loose reasoning, derived from too general, smattering knowledge—*an accident of newspaper reading.*" But whether an accident or a natural result, the consequences remain the same. In this country, at least, newspapers not only help largely to form, but to direct and control, public opinion; and our children and youth, hearing the topics of the papers daily discussed by their elders, take the cue from them, and thus the opinions of those who must soon control public affairs, are daily and hourly being formed. Are not editors teachers, then, in the largest and fullest sense?

4. GAMINS.—I use this term because no one English word so well expresses the idea. But are these teachers? Let us see.

In New York and Brooklyn, and probably in all large cities as well, are to be found hundreds and thousands of poor waifs, who seem to be

"Only poor paupers whom nobody owns."

and nobody seems to care for. How they live is a conundrum that few can answer. *Pseudo* homes a few of them nominally have: but many of them seem to lodge just wherever night overtakes them—sleeping in casks, boxes, stables, under stoops, bridges, in carts and wagons: ragged, dirty, unkempt, and altogether repulsive in appearance. Some of these gain a precarious living by working a few hours each day in selling papers, blacking boots, etc., while others beg, steal, and marauud generally. The number of these may seem small, but a mighty work they accomplish! These certainly obey one Scriptural injunction: they "increase and multiply" exceedingly, for no rolling ball of snow ever accumulated more rapidly

"But are *these* teachers?" asks some in astonishment. They are: first, as the founders, and then as the teachers

and propagandists of STREET SCHOOLS, apparently the most flourishing and rapidly increasing of all our educational institutions And, then, observe the zeal, the devotedness, the *esprit-de-corps*, the untiring watchfulness, the terrible earnestness with which they entice pupils to join *their* school, throwing all other teachers into the shade in these respects. The street corner is their first chief place of rendezvous, where they lie in wait "as those that watch for souls," to intercept boys on their way to the public and private schools; and, when they succeed in coaxing, cajoling or driving some of these to "play hookey," with what delight they take these off on their marauding excursions—or, if the truants are too young for that, take them to some sly hiding-place to tell them stories, and thus initiate them in the language of profanity and obscenity, and in practices too indecent to be named.

Is the danger from this quarter overstated? Ask the principal of any large public school in New York or Brooklyn if he is not constantly pestered or annoyed by this class; for these offenders consider all public teachers, like the police, their natural enemies, and delight in annoying them. The most dangerous recruits and the most numerous, too, by which the ranks of this class are filled, are the incorrigible truants from the public schools, or those who have been expelled from these. In my judgment, it was a sad day for New York when expulsion was substituted for force, in the discipline of her public schools; for not only are these expelled pupils the very ones of all others that ought to be kept *in* them and properly disciplined, but their expulsion has greatly augmented the ranks of the street class, already too numerous and dangerous.

And, then, consider the remarkable success of the *gamins* as shown by their graduating classes. These are the feeders to our jails, penitentiaries, and State prisons. The *gamins* are in dead earnest, and they polish off their graduates as no other class of teachers can.

As with the old Lancasterian system, the smart ones become the leaders and monitors to teach others, while they themselves are being taught. Thus, "one sinner destroyeth much good," literally, and the whole system is one of constant reciprocity and self-propagandism.

No certificate or diploma ever made a real teacher, nor can the withholding of such unmake one. We teachers of the other classes, may refuse to recognize the *gamins* as professional brethren; but what of that? They teach on, pay or no pay, and, shut our eyes as we may to their existence and influence, *there they are*. Pay or no pay, did I say? These cost the taxpayers more than all our public schools, by far. Why are we so slow to learn that in this matter prevention is *cheaper*, as well as better, than cure? If more truant schools and truant officers are needed to prevent the labors of one class of teachers from being rendered nugatory by another, let us have them, by all means, for they will be cheap at any price.

Finally, if, as I have shown, those technically known as teachers do only a part of the work of teaching—if mothers, preachers, lecturers, Sabbath-school teachers, editors and authors, and even the idlers of our street corners, do no inconsiderable part of the teaching our youth, then it is manifestly but fair and just that these should share in the honors, rewards and responsibilities of this great work. The matter is one that concerns the community more than it does teachers themselves.

SUGGESTED ACTIVITIES

ART

Read Selection A.

- Design a Centennial Wheel which displays all the "educators" as described in the 1875 article, Selection A. Design its counterpart in which you display all of the educators found in your Brooklyn community in 1979. C T

- Create a wall-hang depicting the community educators in 1875 and 1979.

- Arrange a poster display interpreting what it means to be educated in 1979. 5 V

ENGLISH

Note: Review the suggested social studies activities for more ideas.

- Individually, write a brief statement in which you describe what you think it means to "be educated." By whom, where, and when do you think one is educated? Compare this with the opinions given in the 1875 article, Selection A. 9 0 V

- Interview a fellow student whom you do not know very well. Write an educational biography of your classmate in which you describe how, when, where, and by whom he/she was educated. 0 T

- Write a poem in which you describe your education; who taught you what, when, where? 0 T

- Write a hypothetical letter to the Mayor in which you state your definition of education and the role you believe schools should assume in providing this education. Analyze and evaluate the present-day system. Include suggestions as to how the system could be improved! 5 0 T

- The 1875 article, Selection A, states that "gamins" are educators. Examine what is meant in that section of the article. Do you agree with it? Write a composition about whether or not you think the gamins of 1875 have a counterpart today. 5 0 T

- Prepare a speech which you will hypothetically present to a meeting of the PTA during the Centennial celebration of Boys and Girls High School. In the speech, analyze roles and the relationships between the families and the schools in educating young people. Deliver the speech to your classmates. Discuss both the content and presentation. Be prepared to answer questions from the audience. Ask the PTA if, in fact, you may deliver your speech at one of their meetings. R

- Write an article for the school newspaper in which you report on educators in the community. Perhaps, select an "educator of the week" and include this column in the paper. (Be sure to cover the full 0 T

range of educators!)

- Interview your teachers and write an educational biography in which you describe and analyze how, when, where, and by whom they were educated. Be sure to think of the term "educator" broadly. Compare this with your own education. Prepare a display to show which teachers were educated either at Boys High or Girls High. S O T

FOREIGN LANGUAGES and ESL

Read Selection A.

- Discuss the terms "educators," "education," "school," and "teachers." Translate into the language with which you are most familiar or the language which you are studying. Does their meaning seem to be different? If so, how? S T

- What are the roots of the aforementioned terms? Is the meaning of the root word different from the way the terms are used today?

- Educators and their roles often differ from culture to culture. Examine the roles of all the educators which were discussed in Selection A in 1875. What are their modern-day counterparts in either the cultures you are studying, or in the culture from which you come originally? How do they differ from the educators in Brooklyn in 1875 and in 1979?

- List all of the "educators" in Brooklyn who use foreign languages to communicate: e.g., newspapers, churches, television, or radio stations, etc. Whom are they educating and why? What are the special needs and interests of their audiences? O T V

- Write a letter to the local foreign language television stations stating your educational needs and how they could help you to meet them. O T

MATHEMATICS AND SCIENCE

Read Selection A.

- In the past century, numerous technological advances have affected how we are educated. Discuss the use of computerized technologies in modern instruction. What are their roles? According to the definition of "educator" given in Selection A, could a computer ever be called an "educator?" Could a television? Discuss. W

- Discuss whether or not technological advancements, such as television and computers have changed or should change the role of schools, teachers, and parents in educating young people. Write a brief speech in which you take a stand on this issue and support it. Deliver the speech to your classmates. Videotape. Analyze and discuss the use of videotaping in the educational process--it is a perfect example of technological advancements. R

MUSIC, BUSINESS, HOME ECONOMICS, PHYSICAL EDUCATION, AND INDUSTRIAL ARTS

Read Selection A.

- Discuss where, when, how, and from whom one learns skills related to the fields you are studying. Think broadly and extend learning beyond the schoolroom. Write a composition in which you discuss the role that the school should assume in this education and what roles other societal elements should play in this process. 5

- Does your subject area have a history in which the basic skills were learned either in an apprenticeship system or at home? Research the history of your particular field, stressing when and how it was introduced into the school system. N

- Design a time-line in which you show major developments in your subject area. As you research and study the history of Boys and Girls High School in the coming weeks, add important events or trends to the time-line. C T

SOCIAL STUDIES

(Note: Review English activities for additional ideas.) Read Selection A before beginning the following:

- In the article, the following definition of education is cited:

  "Education comprehends all that series of instruction and discipline (sic) which is intended to enlighten the understanding, correct the temper, and form the manners and habits of youth, and fit them for usefulness in their stations."

- In a whole class discussion, analyze this definition. Does this definition apply to the work which the high school is performing today? List how it does apply and how it does not. Should it apply to the role of the school today? 5 0

- Individually, write your own definition of "education." Diagram all of the components of an education. 5 0

- Design a poster which depicts all the types of "educators" in your community using the definition of education given in the article. Design another poster; this time use your own definition of "education" to determine who might be described as community educators. 5 0 V

- Sketch a social commentary cartoon of the educators cited in the 1875 article and their modern-day counterparts. 5 0

- Write your own educational autobiography, in which you describe how you have been educated: by whom, where, and when. Design a cover for your educational autobiography; collect and display all these in the room. 5 9 0 T V

- Debate the following statement: 5

  "Public Schools should assume full responsibility for the education of young people." M

  Videotape the debates and analyze.

- Role-play a conference among the Mayor, a parent, and a disruptive student. Discuss the extent of the proper role of the school in educating a student. Videotape and analyze. 5 R

ENRICHMENT TECHNIQUE

Read very carefully before beginning. 9 T

Using a modified version of the "synectics model of teaching,"* develop a creative way of looking at the familiar. Follow these steps carefully. Note: Use the chalkboard and do not erase data until the entire process is completed.

1. Allow five minutes for each student to write his own thoughts about "school." (It may be a poem or a paragraph.)

2. Have students share their thoughts in a limited discussion.

3. Lead students to suggest analogies for the idea of "school" (e.g., school is like a tree).

4. As a group, vote on the best analogy. Focus on the winning analogy and explore what it looks like and how it works. List responses on the chalkboard.

5. Now ask students to become (act out) the analogy. Focus on just that analogy and ask the students to discuss how they feel. (For example, "You are a tree. How do you feel?") List student responses on the chalkboard.

6. Ask students to examine all the notes on the board which resulted from steps four and five. Are there any words which seem to contradict each other? (For example, one student might have said "powerful," while another might have said "decaying." These words seem to be in conflict with each other.) List all the possible conflicting responses.

7. Vote on the one pair of conflicting words which seems to have the "truest ring of conflict."

8. Using the winning pair from step seven, ask the students to suggest a direct analogy for it. (For example, a bridge might also be powerful or decaying.) Vote on the best new analogy.

9. Explore the analogy decided upon in step eight. List responses on the board. (For example, explore "bridge.")

10. Use the analogy from step eight to rethink your initial feelings about "school." (How is a school like a bridge?)

11. Rewrite your initial feelings about "school."

12. Share responses and discuss how your feelings differ now from what they were at the initial step of the process. Examine why they have changed.

The above process can be used to explore such terms as school heritage; educators or education; school history; classmates; Boys and Girls High School; teachers; etc.

*Adapted from Bruce Joyce and Marsha Weil, Models of Teaching (Englewood Cliffs: Prentice Hall, 1972), pp. 233-252.

ENRICHMENT ALL SUBJECTS

- Contact local libraries, public, private, collegiate. Arrange for the librarian to give the students an introductory tour to explain the resources available for historical research. Arrange for small groups of students to visit local archives. Prepare students for the visits by reviewing basic research skills. Reinforce the field trips by assigning students particular historical time periods to research the development of Boys and Girls High Schools.

Plan #2
Community Influences

PART I----OUR SCHOOL TODAY

Questions

Who are some of the notable graduates and former students of Boys High and Girls High?
What occupations have they entered?

Understandings

- The family of the school is composed of both present and past generations of students, faculty, staff and administration.
- The education which one receives in his/her youth is often reflected in one's goals in life and in the path taken toward the realization of those goals.
- Graduating and former students often directly or indirectly participate in school functions.

MATERIALS

Selection A - An incomplete listing of Girls High famous alumnae. This list should be updated through student research projects. It was compiled and published in 1964 in the Girls High Record, vol. 19, no. 4, June 4, 1964.

Selection B - An incomplete listing of Boys High famous alumni published prior to 1952 in a Boys High booklet.

Selection C - An additional list of famous graduates compiled by the Centennial Guest Speakers Committee at Boys and Girls High in 1978.

Selection D - A Boys High "Hall of Fame" List compiled by the Health and Physical Education Department. It lists those who achieved notability in sports through the 1960s.

Selection E - A sample Alumnae/Alumni Questionnaire

Additional Resources -

Alumnae and alumni organizations.

School records.

Personal interviews with community members.

Local and national newspapers.

Code Reference: Numbers indicate pages in History.
Letters indicate Special Events.

PART I, Plan 2

SELECTION A

GIRLS HIGH SCHOOL HALL OF FAME

The following is only a partial listing of famous Girls High Alumnae. It needs to be updated (a good student project).

Leonie Adams - Poet
Evelyn Allan - Principal of Girls Commercial High School
Anna Bennet - Poet
Jane M. Bolin - Judge
Dorothy Bonawit - Principal of Andrew Jackson High School
Rica Brenner - Author, Literary Critic
Marie J. Browne - Physician
Alice B. Campbell - Physician
Eugenic Chinnock - Assistant Superintendent, Board of Education
Helen Deutsch - Author
Marguerite Stockman Dickson - Author
Lena Duse - Metropolitan Opera Ballet Corps
Florence Eldridge - Star of stage and screen
Mary Hawxhurst - Principal, P.S. 24
Lena Horne - Star of stage and screen
Thelma Ingram - Teacher and Concert Pianist
Rowena K. Keyes - Principal of Girls High School
Ida Klaus - Solicitor for the Department of Labor, Washington, D.C. now serving as Director of Staff Relations, Board of Education, NYC Board of Education.
Shirley Chisholm, U.S. Congresswoman
Dr. Margaret Lacey - Board of Examiners, Board of Education
Margaret McCooey - Associate Superintendent of Schools, Board of Education.
Jean H. Norris - Judge, President of National Women Lawyers Association
Ellen A. G. Phillips - Assistant Superintendent, NYC Board of Education.
Ada C. Rehan - Stage
Beverly Roberts - Motion picture actress
Louise Schippers - Opera singer
Bertha Shulman - Teacher and concert pianist
Lilyan Tashman - Motion picture actress
Kate Turner - Principal, Bay Ridge High School
Viola White - Poet
Frances Williamson - New York City Judge

Source: Girls High Record, vol. 19, no. 4, June 4, 1964.

We Point With Pride

Alumni News-Present or Former Positions of Leadership

WILLIAM H. HARRISON, Chairman, National Production Authority, President of International Telephone and Telegraph Co.
DAVID SHOLTZ, Governor of Florida
ALBERT CONWAY, Judge, Court of Appeals
CEDRIC A. MAJOR, President, Lehigh Valley Railroad
ELLERY QUEEN, Author
AARON COPLAND, Composer
ALEXANDER S. WIENER, M.D., R.H. Blood Factor
HENRY C. TURNER, President of the Board of Education, Chairman N. Y. State F.E.P.C.
NATHANIEL L. GOLDSTEIN, Attorney General, State of New York
EDWARDS A. RICHARDS, President, E.N.Y. Savings Bank
ARTHUR SCHWARTZ, Composer of Broadway and Hollywood Fame
FREDERICK A. RICE, President, Ginn and Company
WILLIAM J. LEVITT, Architect and Builder, Founder of Levittown, L.I.
EDWARD EVERETT HORTON, Actor
CHARLES P. GROSS, General, U.S. Army
HENRY W. HOLMES, Dean, Harvard Graduate School
E. IVAN RUBENSTEIN, Surrogate, Kings County
CLIFTON FADIMAN, Writer, Important Radio and Television Personality
FRANK D. FACKENTHAL, Acting President of Columbia University
GABRIEL HEATTER, News Commentator

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EMANUEL CELLER, Congress of U.S.A.
EMIL N. BARR, Judge, Supreme Court
EDWIN B. WILSON, Executive Editor, *Brooklyn Daily Eagle*
MEIER STEINBRINK, Judge, Supreme Court
GEORGE F. PIGOTT, JR., Associate Superintendent of Schools, New York City
CLINTON A. PIERCE, General, U.S. Army
TRISTAN W. METCALFE, President of Long Island U.
EDWARD LAZANSKY, Presiding Justice, Appellate Division
ALFRED C. DRAKE, Actor and Producer . . . Stage, Screen and Radio
IRVING (MOON) MONDSCHEIN, U.S. Decathlon Champion
NORMAN MAILER, Author: *The Naked and the Dead*
ARNOLD MOSS, Noted Shakespearian Actor of Stage, Screen and Radio
PAUL A. O'LEARY, M.D., Mayo Clinic
DUDLEY W. FIGGIS, Chairman of the Board, American Can Company
JOHN A. WILSON, Director, Oriental Institute of Chicago University, World Famous Archaeologist
LAWRENCE E. SPIVAK, Publisher, Owner and Editor of *The American Mercury*
ANTHONY J. DI GIOVANNA, Judge, Supreme Court
J. VINCENT KEOGH, Judge, Supreme Court
MAX LIEBMAN, Producer and Director of the Sid Caesar Show and *Tars and Spars*
JAMES A. BURKE, President of the Borough of Queens
REINALD WERRENRATH, Baritone

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Source: Boys High booklet, prior 1952.

PART I, Plan 2 SELECTION C

ADDITIONAL LIST OF FAMOUS BOYS HIGH ALUMNI
compiled by
Guest Speakers Centennial Committee, 1979
Chairman, Charles Ragusa

Connie Hawkins, Basketball Player
Samuel Haskin, Lawyer
Frank Barbaro, Assemblyman
Lenny Wilkins, Basketball Player, Coach of the Seattle Supersonics
Little Anthony, Singer
Ronny Dyson, Singer, Broadway Star
Mel Davis, Basketball Player
Tommy Davis, Baseball Player
Louis Nizer, Lawyer
Alan King, Comedian
Earl Stanley Gardner, Author
Irving Anker, Former Chancellor of the Board of Education
Isaac Asimov, Author
John Winters, State Senator, North Carolina

PART I, Plan 2

SELECTION D

ATHLETIC HALL OF FAME FOR THE SIXTIES

compiled by

The Health and Physical Education Department

BASEBALL

Tommy Davis ('56) - Los Angeles Dodgers; National League Batting Champion

BASKETBALL

Jules Bender ('30) - LIU: All Met 3 years ('34-'37);
Howard Jones ('48) - All City; Coach of Virginia Union ('57-'59); PSAL Coach of Year ('64)
Sihuge Green ('52) - All City; Duquesne U; All America; Baltimore Bullets
Clyde Lord, MD ('55) - U of Vermont
Solly Walker ('50) - St. John's U
Jackie Jackson ('58) - All City; Harlem Globetrotters
Lenny Wilkens ('59) - All City; Providence College; St. Louis Hawks
Billy Burwell ('59) - All City; U of Illinois
Connie Hawkins ('60) - All City; High School All America; Harlem Globetrotters
Sam Penceal ('62) - All City; Syracuse U
Vaughn Harper ('63) - All City; Syracuse U
Eldredge Webb ('64) - All City; Tulsa U.
Jackie Wilson ('65) - Smith College
Hebert Washington ('65) - and
Larry Cheatham ('65) - All City; Tulsa U
Mel Davis ('69) - St Johns; NY Knicks; Nets

FOOTBALL

Allie Sherman - Head coach of the N.Y. Giants
Ed Kehlman - All America at Temple U; Chicago Bears; line coach , N.Y. Giants
Skippy Faske - All City; ('46); All America at U. of Iowa
Hal McCollough ('37)- Cornell; Brooklyn Dodgers; backfield coach-Cornell U.
Phil Cox - All Scholastic ('43); All Met ('47-'49); Green Bay Packers
Vito Vitucci ('39) - All City; All America at the U.S. Naval Academy
Alex Wizbicki - All City; All America - Holy Cross; Green Bay Packers and Buffalo
Hyman Posner ('27) - Assistant football coach at Boys High ('35-'40)
Dr. Wallace, MD - All City; Cornell U.
Andrew Catania ('33) DDS, MD
Ricardo Wilson ('61) - Harvard U.
Joe Mastrogiavanni ('51) -All City; All America at Wyoming U.
Ted Weston ('65) - All City; Hofstra College
Dave Smith ('65) and Willie Smith ('66)- All City
Larry Hoyt ('65) - All City; Adams State

Melvin Barnwell ('56) - U of Pittsburgh
Sam Dyke ('61) - U of Michigan

SELECTION D (Continued)

Ed Brabbam ('52) - Michigan State
Rudy Clarence ('50) - Columbia U.
Curtis Hickman ('64) - North Carolina
William Miller ('64) - New Mexico
Cecil Davis ('64) - U of Texas

FENCING

Ed Naber - Brooklyn College; National Foil Champion
Ed Davis ('50) - Individual Champion
Frank Carnevale ('53) - Individual Champion
Frank Branaforte ('54) - Individual Champion
Herman Goldstein - NYU
Alfred Perude - Eastern Collegiate Foil Champion; assistant fencing coach at NYU

TRACK

Mike Randall and
James Jackson ('65) - Cross Country
James Conaway and
Roger Montgomery ('48) - National Scholastic Record in track
James Gathers and
Everett Branch ('48) - 449 yard relay at Penn. ('48) - 42 sec.
Irving Mondschien - U.S. Olympic Decathlon Champion

BOYS AND GIRLS HIGH SCHOOL
1700 Fulton Street
Brooklyn 11213

ALUMNAE/ALUMNI QUESTIONNAIRE

1. NAME _____ MAIDEN NAME _____

2. Telephone _____ _____ - _____
(where you can be reached) hours

3. Address (optional): _____
_____

4. Year of Graduation: _____ 1900 - 1925 _____
1926 - 1940 _____
1941 - 1950 _____
1951 - 1960 _____
1961 - 1970 _____
1971 - Present _____
Specific Year
(optional) _____

5. Married _____ Single _____ No. of Children _____

6. Present Occupation: _____
Employed by:
Company/Corp _____
Profession:
_____
Government:
_____
Student (College/University)_____
Degree Program _____
Self Employed: _____
Retired: _____
(If retired, please give former occupation /employment)
Other: _____
_____

Boys and Girls High School
Alumnae/Alumni Questionnaire -2-

7. If you would like to participate in the Centennial Celebration please check the appropriate category (any materials, information or suggestions that could be sent along when returning this questionnaire would be greatly appreciated)

_____ a) listing in an Alumni/Alumnae Directory
_____ b) donating old school photos/articles
_____ c) participating in career development program
_____ e) donating memorabilia
_____ f) donating old school prom dresses/suits for a Centennial School Fashion Collection
_____ g) donating recipes you enjoyed while a student for an Alumni Cookbook.
_____ h) participating in an Alumni./Alumnae Block Party parade

8. List clubs/teams you belonged to at Boys or Girls High

_____ _____
_____ _____
_____ _____

9. List Awards you received at Boys or Girls High School

_____ _____
_____ _____
_____ _____

10. If you have any anecdotes/memories of school life at Boys or Girls High School, please attach them to this questionnaire.

_____

11. Did you specialize in any particular subjects? If so, what? _____

_____ _____

12. What did you do after graduating Boys or Girls High? Please list from date of graduation to present; include education, awards, publications, travel, etc.

_____ _____
_____ _____

13. If you have the names and addresses of any other alumnae/alumni of Boys or Girls High, please list them below or on other side.

_____ _____
_____ _____
_____ _____

PLEASE SEND RESPONSES TO
MARY TOSKOS

SUGGESTED ACTIVITIES

ALL SUBJECT AREAS

Review Selections A, B, C, D.

- Discuss the idea of an extended family in conventional terms. Apply that to the family of a school in which the graduates become family elders. What are the common experiences, interests, needs, and ties which bind this family together? Design a social commentary cartoon in which this extended family of the school is depicted. — 6 B

- Survey faculty to determine who, in fact, are graduates of Boys High or Girls High. Interview them and record highlights of the sessions. — 5 6 B T

  Determine:
  What traditions were carried on from generation to generation?
  What were school fads?
  What were the most popular sports?
  Who were the heroes/ heroines of the times?
  What was considered the most difficult subject?
  What were the feelings of school spirit and how were they expressed?
  What were the behavior expectations and how were they enforced?
  What were the fondest of high school memories?

- Carry the same questions over to a general community survey. Interview relatives, friends, neighbors, who were former students. Have someone do one extensive interview and report the findings. — B T

  In each homeroom, collate the findings and create a Graduate Interview Booklet.

- Begin a "traditions" time line in which any homeroom or class may make an entry at a point where they determine a new tradition began in the school. Include fads in the line too. Use the hallways, a central room, or the library for the line. The social studies department should act as a clearinghouse for additions to the time-line. — 5 T

- Within your department, create an updated honor role list of graduates and former students and post in a prominent location. Do research in order to include all notable graduates whose accomplishments relate to your subject area. — 6 B

- Distribute alumnae/i questionnaire, Selection E.

- Write a futuristic essay in which you project yourself to the year 1989. You will be an alumnae/i of Boys and Girls High School. What do you plan to be doing in that year? What will you remember about Boys and Girls High? — 9 V

- Arrange for a group of journalism students to meet with a reporter from the New York Times. Students should encourage the reporter to do an article on the Centennial and to headline it "Boys and Girls High Alumnae/i - Where Are You?" Include — 6 B

within the article an address to which the graduates and former students can write requesting an alumnae/i questionnaire.

- Invite graduates to visit the class and to discuss the school in the past. Videotape or record. P

- Use the returned questionnaires to establish speakers and contacts for career development programs. B

- Prepare a wall-hang or display which welcomes former students back to the school. Display it prominently and arrange an Alumnae/i Day. B

- Review the alumnae/i graduates and former studets lists attached, Selections A-D, and your updated lists. Invite those who excelled in your subject area or related fields to participate in special events such as: 6 B Q P K R D
  - . joint alumnae/i-student band concert
  - . joint alumnae/i-student song fest
  - . an alumnae/i-student block party
  - . guest speakers day
  - . career day activities
  - . an alumnae/i - student dinner-dance

- Plan an old-timers day for the class or the school. Students would have to dress and act appropriately for the periods selected. Invite former students to visit and perhaps judge the "most realistic old-time costume." U B

- Visit nearby nursing homes with your fellow students. Talk with the elderly to determine if any of them went to Boys High or Girls High. Ask them to talk with you about what they remember about their school days. (Note: This should be a very meaningful activity for all.) 6 B

- Recreate one day in the life of a student at Boys or Girls High at the turn-of-the-century. Combine research, creative writing, role-playing or a dramatic presentation. Interview graduates and former students. R L

- Research local folk tales by interviewing former students and community members. Present them in a storytelling format to classmates. Write a present-day folk tale about the school or community. Make a Centennial School Community Folk Tale Booklet. House in the Library's Centennial Collection. B T

- Invite former students and graduates to participate in a Centennial Fair and to help teach students turn-of-the-century or later crafts. Give demonstrations of the crafts, e.g., crocheting, knitting, hooking rugs, etc. C

- Gather favorite recipes from graduates and put together an alumnae/i cookbook. C

- Review an assortment of old magazines and newspapers. Study the advertisements. Discuss what they tell us about life at that time. Write a paper analyzing the costs of products and the nature of the products in the advertisements. — 11,T

- Review old school newspapers and publish an article from the past in each issue of the present school paper. Select famous graduates and put their yearbook pictures in the school newspaper stating,"Guess who this is?" Give names, classes, and basic information on the next page. — 6,B

INDUSTRIAL ARTS/FINE ARTS

- In honor of our illustrious athletic history, create a life-size papier-mâché kangaroo (the school mascot) Collect scrap paper for several weeks, and you will have more than enough paper for the project. Using chicken wire, shape the body of a kangaroo. Cover this with several layers of papier-mâché. Let it dry. Paint and decorate. Exhibit. — 18 19 29 33 35 39 41 C Q

- Locate turn-of-the-century photos. On very large pieces of plywood or cardboard, sketch a duplicate of the photo. Paint it. Cut out ovals for the faces Invite your friends and classmates to stand behind it. Take their photographs and show them what they would have looked like as turn-of-the-century students. Use a variety of pictures including athletic teams, clubs, graduations, etc.. Set up a booth at the Centennial Fair. — 18 19 29 33 35 39 41 C Q

Note: These last two suggested activities would be much fun for all classes in all subject areas. Please look at them.

Plan #3
School Life

PART I OUR SCHOOL TODAY

Questions

What does Boys and Girls High School look like?
What is the interior design of the school?

Understandings

- School architecture has a unique history. It reflects not only the popular styles of the times but also the educational theories which are currently in vogue.
- Our educational environment affects our outlook toward school and our performance within the institution.

Materials

Selection A - An aerial view of the property plan upon which Boys and Girls High School is situated.

Selection B - Floorplans for the first and second floor of Boys and Girls High School.

Selection C - Floor plans for the third and fourth floors of Boys and Girls High School.

Additional Resources

Plan 9, Part II, which includes the floor plans of the old Boys High and of the old Girls High.

Douglas Bryant, Anthony Manning, Karen Mintz, "Was the High a Pork Barrel?" The High's Express 2:1 February 1978, p. 1, col. 4. (This article, which is quite critical of the school's construction, appeared in the student newspaper of Boys and Girls High.)

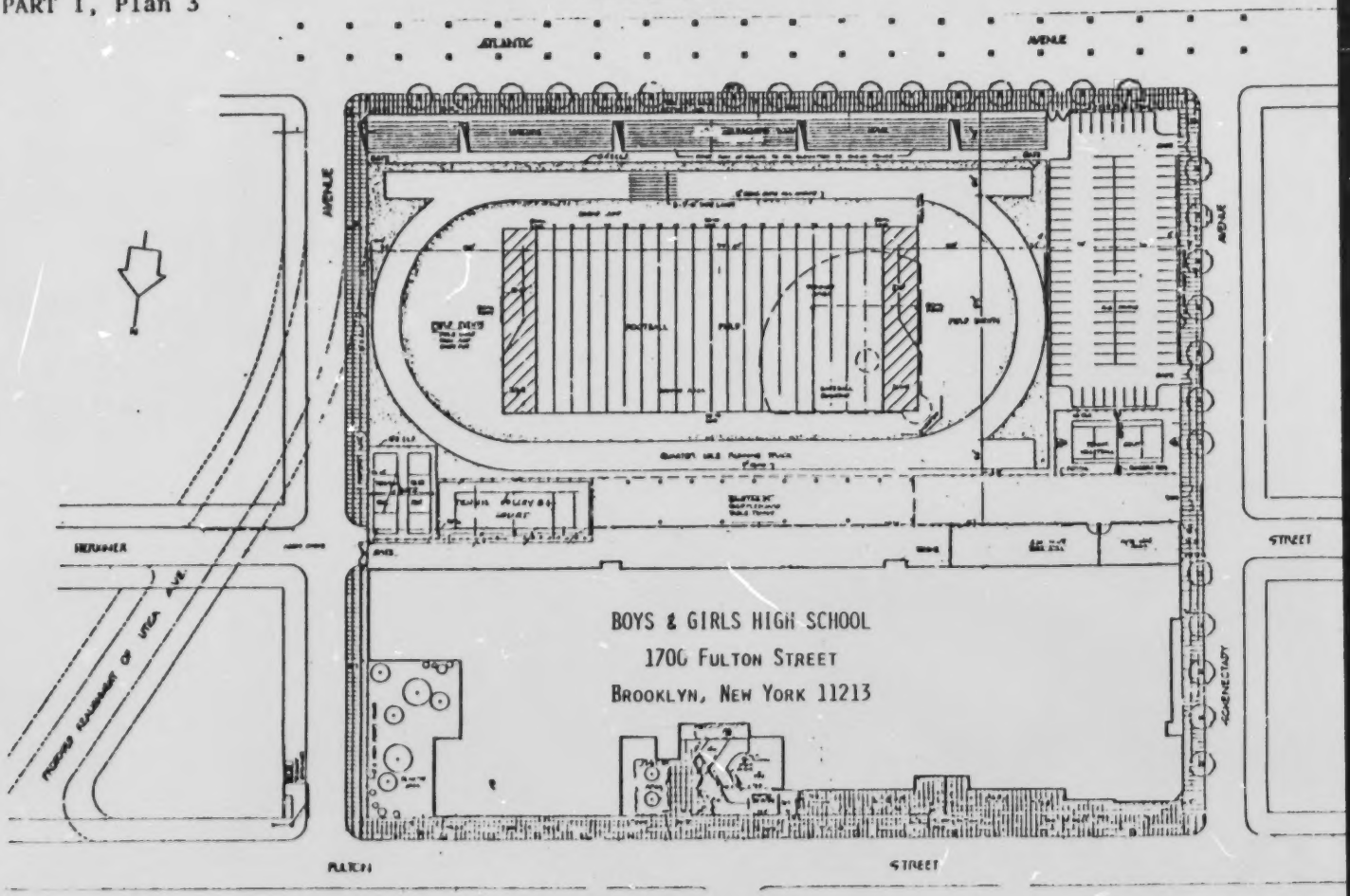
Student walking tours of the building.

Code References

Numbers indicate relevant pages in History.
Letters indicate Special Events.

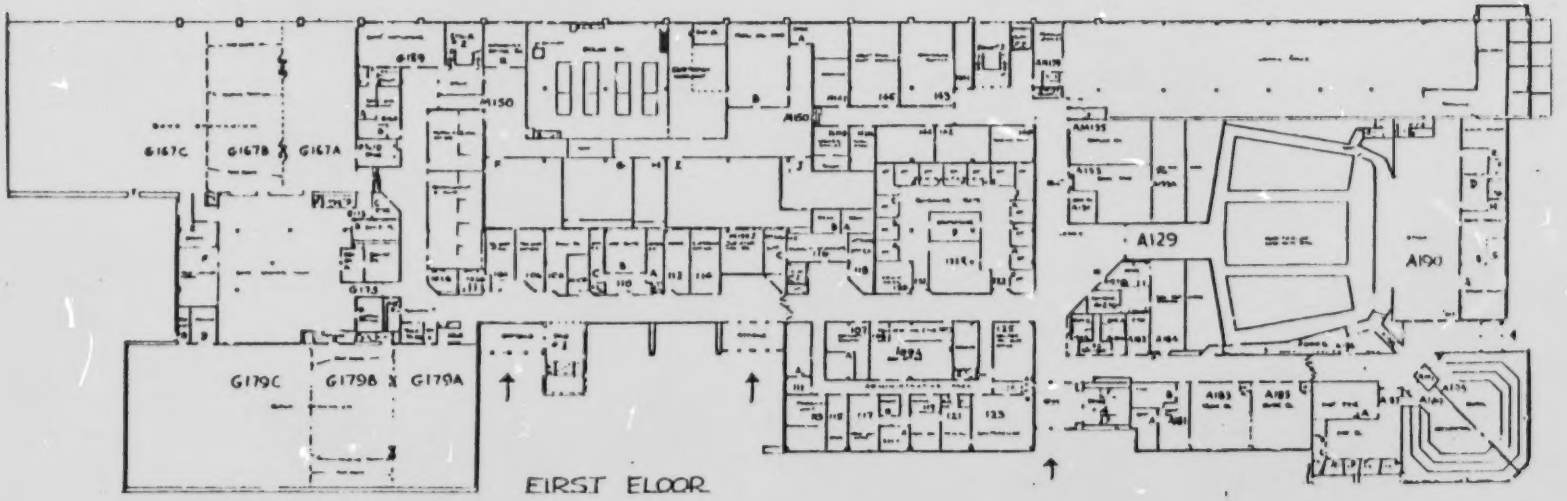
PART I, Plan 3

SELECTION A

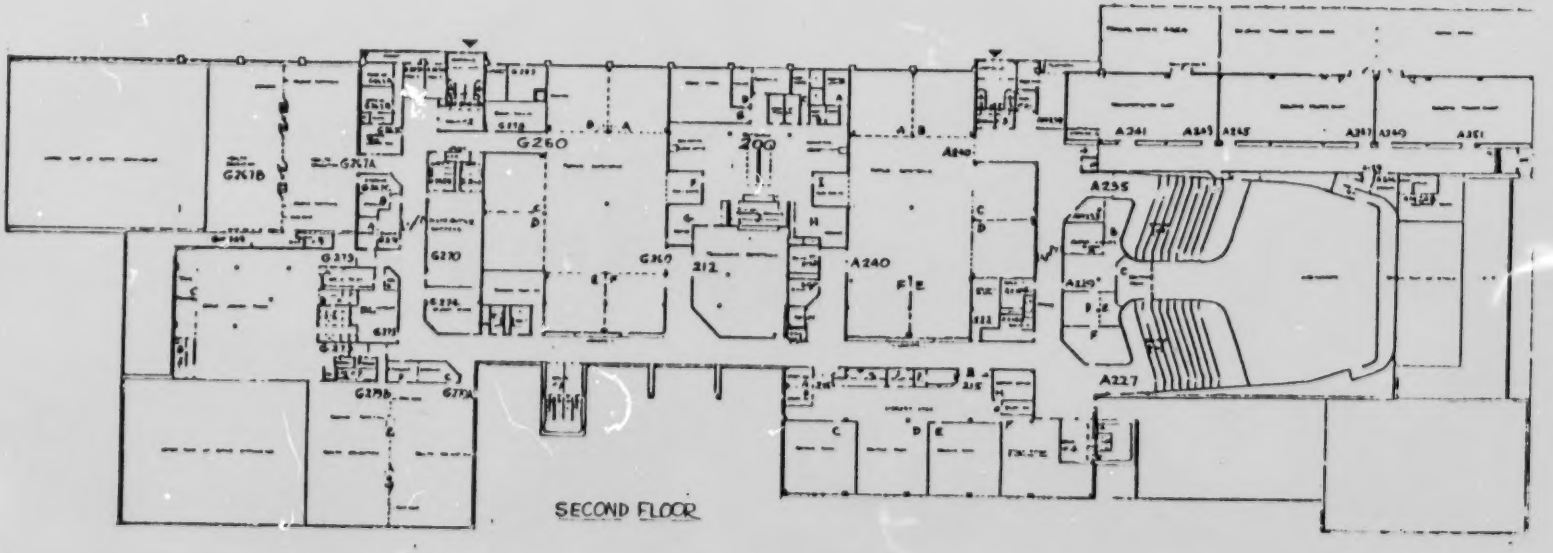


Courtesy of Max O. Urbahn Associates

SELECTION B



FIRST FLOOR

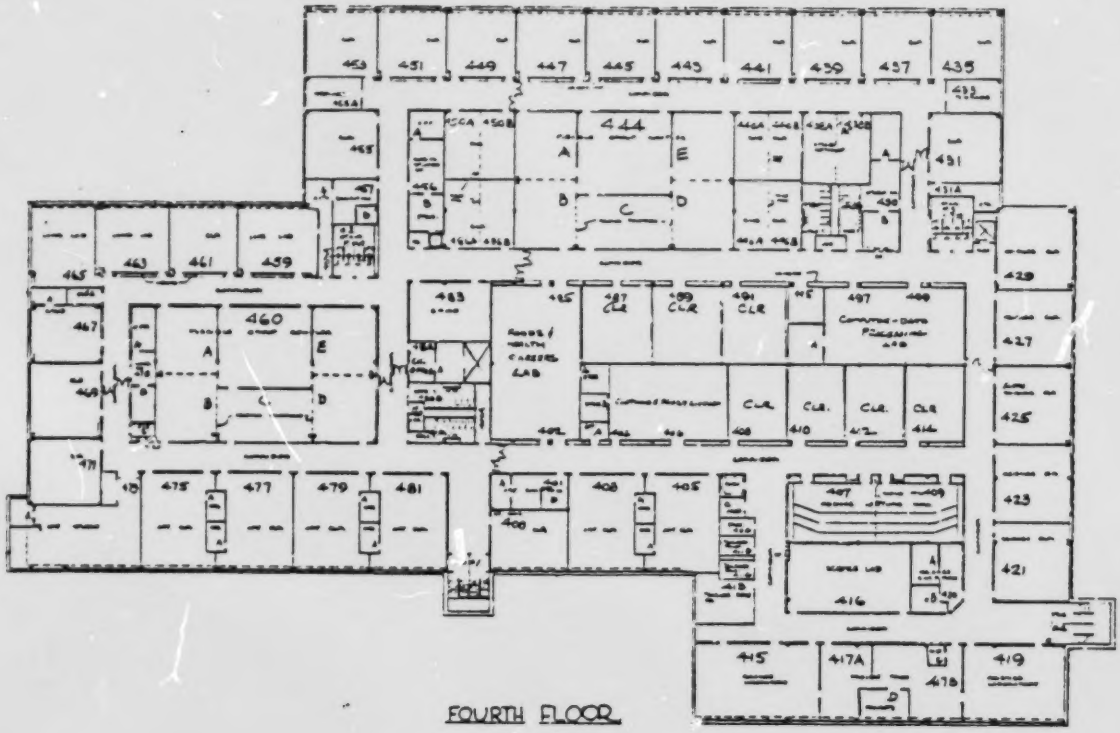


SECOND FLOOR

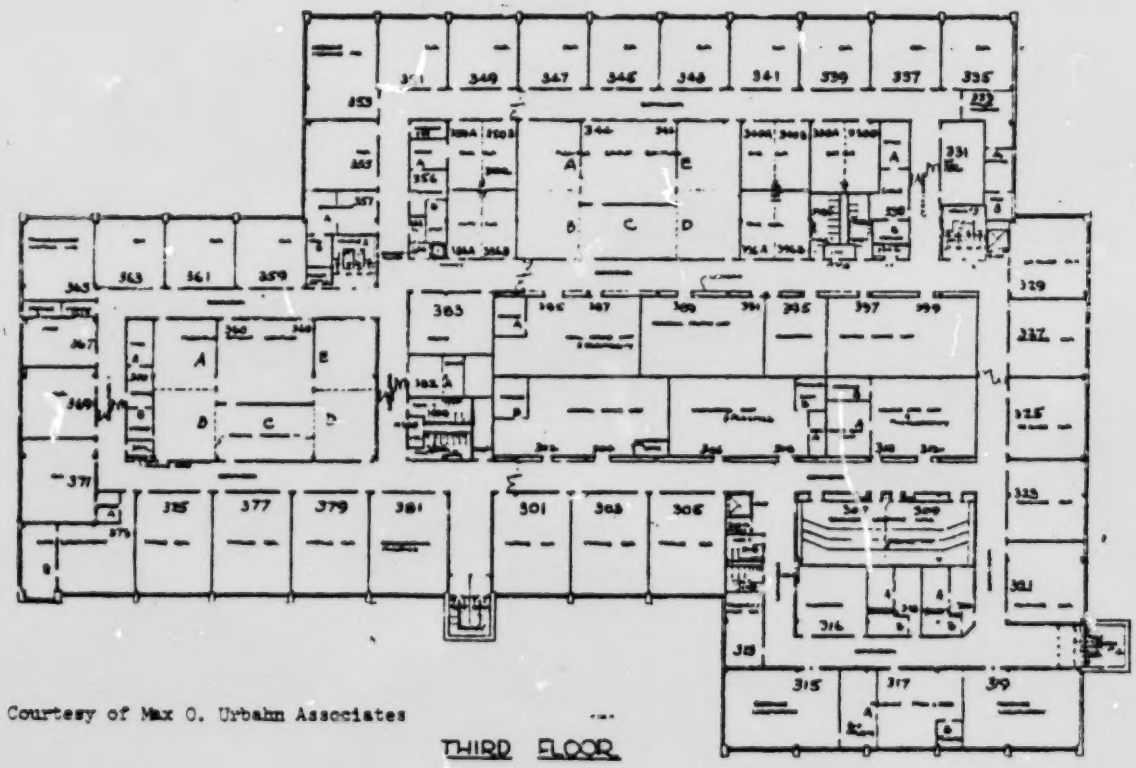
Courtesy of Max O. Urbahn Associates

PART I, Plan 3

SELECTION C



FOURTH FLOOR



Courtesy of Max O. Urbahn Associates

THIRD FLOOR

SUGGESTED ACTIVITIES

ALL SUBJECTS

- Write a brief evaluation analyzing the appropriateness of the facilities within your particular department. State how you could improve the use of space to maximize learning. — T

ENGLISH

- Write a story about a student who remains in the school overnight and how he feels as he explores the halls alone. What does the design of the school do to his emotions? — 8 9

- Write a poem about the architecture of the school. — V

- Pretend that you are the personification of the school building. Write a short account of how you feel about your occupants. — 8 9 0

- Debate the statement:

  Students should assume an active role in the upkeep and maintenance of the school building and property in its Centennial Year. — M

  Videotape and analyze.

- Work with the social studies department in preparing a walking tour of the building for visitors. Write a booklet to be included with a map. Or record a tour on a cassette so that a visitor could follow the map and listen to a tour on a tape recorder. Be sure to discuss the design of the building and how the building is used. — 8 9 I

- Invite an architect from the Board of Education's Division of School Buildings to visit your class and discuss the design of the building. — 8 9 P

FINE ARTS

Review Selections A, B and C.

- Design large floor plans for display on each floor of the school. Post them for permanent exhibition in strategic locations.

FOREIGN LANGUAGES and ESL

- Prepare a tour of the building in Spanish for non-English-speaking students and visitors. Videotape and prepare a map and booklet. — I

HEALTH AND PHYSICAL EDUCATION:

Review Selection A.

- Discuss the adequacy of the present track and field facilities. Write a brief evaluation stating how they could be improved and citing the stong points of their layout. — 8 9 K

- The architect stated that the design of the school was to educate the "whole student". Discuss what this means in terms of physical and health education. Did the architect succeed in fulfulling this goal? — 8 9 K

INDUSTRIAL ARTS:

- Study selections A, B and C and discuss the importance of accurate floor plans when designing a school. How do they help the architect and construction workers? How do they influence safety and security procedures once the school is built? 8 9

- Create a three-dimensional model of the plans for each floor. Exhibit this. C

MATHEMATICS:

- Study the floorplans in Selections A, B and C. Measure the dimensions of the various rooms and hallways. Display these measurements in both yards and feet and in the metric system. T

- Determine the area of your classroom and the volume with an average air space per student in the classroom. In the 1880s each pupil had an average of 5.57 square feet of floor space and 89.7 cubic feet of air. How does this compare with today's figures? What impact do such conditions have on teaching, learning, health and safety? T

SCIENCE:

- Take a walking tour of the building and do an environmental impact study. Analyze it for acoustics, construction quality, lighting, ventilation, cleanliness, and distribution of heat. Prepare an environmental impact statement. Make posters to advertise how students could help to make the building more environmentally safe, sound, and pleasant. I W

- Take a walking tour of the grounds of the school. Do an environmental study. Are there signs of erosion? Are there signs of pollution? Make an inventory of problems which need attention and of strong points which should be protected. I W

- Design an area for a school garden. List what you would plant and describe how you would landscape it. Plant a Centennial garden. C

SOCIAL STUDIES:

- In roundtable format, discuss the design of Boys and Girls High School. Do students feel comfortable in the school? Do students feel that the plan of the school is conducive to learning? If not, why not? Write a brief evaluation of the school's architecture. 8 9 0

- In committees, study each floor of the school and decide what changes could be made to make the school more conducive to learning and more comfortable for the students. Use Selections A, B, and C in the analysis. Plan a mini-conference in which each committee submits a report and answers questions. 8 9

- List what you consider to be the good points about the design of the school and then list the weaknesses. Compare the lists and 8 9 V

determine whether or not the weaknesses can be easily improved.

- Design a tour of the building and the school grounds in which students discuss the architecture and rationale behind the design of the building. Videotape the tour and analyze. House the videotape in the Centennial Collection in the library and offer it to be viewed by new students and visitors. Student tour guides should be available to give the tour to those visitors who request it. 8 9 I V

- The architect of the school stated that it was designed with the education of the "whole student" in mind. Discuss the meaning of this phrase. Individually, write a critique in which you analyze evidence of this goal or lack of such evidence in the building. 8 9

- Read the article in the High's Express, entitled "Was the High a Pork Barrel?" Discuss the meaning of the term "pork barrel." Write a hypothetical letter to the article's authors in which you either refute or support their opinion.

- In small groups, design a position paper in which you analyze the responsibility of the students in maintaining the condition of the school building. Present your papers and discuss. 8 9 0

- Design a cartoon series in which you depict:

  1. the extent of interest and responsibility of the student for the upkeep of his/her school 8 9 V

  2. the school as an animated figure in need of repair or more tender loving care

Plan #4
School Life

PART I OUR SCHOOL TODAY

Questions

What are the aesthetic dimensions of our school building?
What specific works of art are housed within the school?
What styles and themes are apparent throughout the school artwork?
Who were the artists?
What media did the artists use?

Understandings

- School architecture represents a practical relationship between art, pedagogy, and engineering.
- Within the design of the school, provisions are often made to exhibit various themes of artistic expression in many forms and media.
- Our educational environment affects our outlook toward school and our performance within the institution.

Materials

Selection A - A preliminary index to artwork housed in Boys and Girls High School as proposed during the architectural planning of the building. Reprinted with permission of Max O. Urbahn Associates, Inc.

Additional Resources

Student tours of the building.

Photographs, sketches, models of the artwork.

Code References

Numbers indicate relevant pages in History.
Letters indicate Special Events.

PART I, Plan 4

SELECTION A

INDEX TO ART WORK

LOCATION PLAN

ITEM	DESCRIPTION
1.	3 Panels by Norman Lewis Epoxy paint on 1/2" thick flakeboard Recessed into building wall
2.	1 Panel by Norman Lewis Epoxy paint on 1/2" thick flakeboard Recessed into building wall
3.	3 Panels by Norman Lewis Epoxy paint on 1/2" thick flakeboard Recessed into building wall
4.	Terra-cotta Wall Relief by Camille Billops Surface mounted on building wall
5.	1 Panel by Eldzier Cortor Acrylic paint on 1/4" masonite Recessed into building wall
6.	1 Panel by Eldzier Cortor Acrylic paint on 1/4" masonite Recessed into building wall
7.	3 Panels by Eldzier Cortor Acrylic paint on 1/4" masonite Recessed into building wall
8.	1 Panel by Vincent Smith Oil on canvas approximately 1 1/2" thick Recessed into building wall
9.	1 Panel by Vincent Smith Oil on canvas approximately 1 1/2" thick Recessed into building wall
10.	1 Panel by Vincent Smith Oil on canvas approximately 1 1/2" thick Recessed into building wall
11.	1 Panel by Vincent Smith Oil on canvas approximately 1 1/2" thick Recessed into building wall

Courtesy of Max O. Urbahn Associates

ITEM	DESCRIPTION
12.	Recessed into building wall No art work supplied by Fulton Concepts, Inc.
13.	1 Panel by Fern Stanford Oil paint on 1" thick plywood Recessed into building wall
14.	1 Panel by Fern Stanford Oil paint on 1" thick plywood Recessed into building wall

SUGGESTED ACTIVITIES

ENGLISH

- Do a preliminary survey of classmates. Interview a classmate whom you do not know too well. Determine how he/she feels about the artwork in the school. Repeat the interview after the students are assigned to observe the school's interior and exterior. — 8 9 0

- Select one piece of artwork displayed either on the exterior or interior of the school. Write a poem or short story about the person or persons depicted in the art. — 8 9 V

- Debate one of the following: — 8,9

  The artwork permanently displayed in a school should be the product of: — M
  - .students
  - .alumnae
  - .community artists
  - .well-known commercial artists

- Fill in the blank and support your statement: — 8 9

  Artwork permanently displayed at Boys and Girls High School should depict_____.

FINE ARTS

- Read Selection A and then take a walking tour of the building to identify the various works of art listed in the index. Prepare a map and tour. Train student tour guides. Give Centennial tours to visitors in which the various works of art are discussed. — 8,9

- Design a mural to be housed either in or near the school on a Centennial theme. Through cake sales and school projects, raise the funds to paint the mural. Paint the mural. Celebrate! — 5-9 F

- Design a mosaic in which everyday school items are used to create a Centennial design or a design depicting life at Boys and Girls High School in 1979. Label it and put it on permanent exhibition in the school. — 5-9 F T

- Without using the index, Selection A, identify the media used in each of the works of art displayed in the school.

HEALTH AND PHYSICAL EDUCATION

- As a study in movement, analyze how artists depict movement in their works. Study the artwork displayed in the school. Discuss its themes and create an interpretive dance or movement based on one of the themes. Videotape. — K T

HOME ECONOMICS

- The artists displayed human beings in various styles of garments. Study the artwork, select one piece and analyze the fashions depicted. What was the artist trying to say by the colors and drape of the garments? — 8 9 E

- Create a life-size replica of one or more of the pieces of art. Use mannequins or live models. Be prepared to explain your presentation to other members of your class.

MATHEMATICS

- Do an artistic survey of the school and present your results statistically. Determine how many works of art are inside/outside the school: How many are located in various areas of the school? On a large poster, display your findings in terms of sets and set theory. 8 9 0 T

MUSIC

Read Selection A.

- Take a walking tour of the school. Study the various artwork displayed throughout the school. Select one piece and develop a musical arrangement that would accompany the artist's theme. Use a single instrument when appropriate. 9 T

- Write a short song which describes your interpretation of one of the pieces of art displayed either inside or outside the school.

- Combine all of the above-mentioned activities into a musical-art tour of the building. Give the tour to classmates, visitors, community members.

Note: Review the second science activity: it might be appropriate for your music students.

SCIENCE

Read Selection A.

- Take a walking tour of the building and locate the various pieces of art as they appear on the index in Selection A. Discuss the artwork and media used. Did any require special technologies? Discuss and analyze. 8 9 W

- With a friend, take an enviromental tour of the building. One at a time, close your eyes and listen carefully to the sounds. Stop, and with your friend record all of the sounds you hear. Using your knowledge of sound, create simple musical instruments which can come close to duplicating the everyday school sounds. Prepare a scientific symphony which either replicates or interprets the "sounds of school." Record, analyze, and house in the Centennial collection of either the department or Library. I W T

SOCIAL STUDIES

Read Selection A.

- Take a walking tour of the building. Discuss the artwork you see. When possible, identify the artist and determine if work is listed in Selection A. 8 9 0

- Discuss the themes of the artwork. Do they correlate to any historical themes which depict the lives of community members or their families? 8 9

- Are there any themes not covered which you think should be? If so, prepare a letter which you will hypothetically deliver to the P.T.A. requesting that such artwork be developed. Be sure to support your requests with valid reasons. 8 9 0

- Write a poem in which you explore what the school would be like if there were no art-work on display. 8 9

- Select one piece of art which is displayed in the school. Research who the artist was or is. Analyze its theme and develop this theme into a historical or social-commentary short story. 8 9

- Invite one of the artists to visit your class and to describe the process of design and the life of an artist. 8 9 P

Plan # 5
School Governance

PART I OUR SCHOOL TODAY

Question

How are public schools funded in 1979?

Understandings

- Free public education has never been "free."
- Public education is a State function that is administered to a great extent at the local level. Local boards of education are designed as governing bodies for this local administration.
- The efficiency and quality of the bureaucratic structure within which the school operates directly affects the nature and productivity of the school.

Materials

- Selection A - Board of Education Agency Expense Budget Summary, Adopted Budget-Fiscal Year 1979, as Certified by the Mayor, the Comptroller and the City Clerk, and Filed in the Offices of the Comptroller and the City Clerk, Office of Management and Budget, City of New York, Edward I. Koch, Mayor (Published as a supplement to the City Record of July 28, 1978, the Official Journal of the City of New York).
- Selection B - 1883 Board of Education Budget

Additional Resources

- New York City Board of Education. New York City Public Schools, 1974-1975, Facts and Figures, (Available New York Public Library)
- Board of Education Reports
- Guest Speakers: Board of Education personnel, local politicians, taxpayers

Code References

- Numbers indicate relevant pages in History.
- Letters indicate Special Events.

BOARD OF EDUCATION
AGENCY EXPENSE BUDGET SUMMARY

FUNCTION:
TO ESTABLISH ELEMENTARY, HIGH, VOCATIONAL AND OTHER SCHOOLS AND CLASSES NECESSARY TO MEET THE EDUCATION NEEDS AND DEMANDS OF THE CITY; TO ESTABLISH AND MAINTAIN SCHOOL LIBRARIES, PLAYGROUNDS AND RECREATION CENTERS; TO AUTHORIZE AND APPROVE COURSES OF STUDY AND TEXTBOOKS; TO ENFORCE STATE COMPULSORY EDUCATION AND SCHOOL CENSUS LAWS; TO SELECT AND ACQUIRE SCHOOL SITES; TO DESIGN AND CONSTRUCT NEW SCHOOL BUILDINGS AND MODERNIZE EXISTING SCHOOL BUILDINGS; TO CARE FOR AND HAVE CUSTODY, ETC., OF ALL SCHOOL PROPERTIES AND ADOPT RULES AND REGULATIONS FOR THEIR PRESERVATION; TO APPOINT NECESSARY PERSONNEL; TO PURCHASE AND FURNISH NECESSARY SUPPLIES, TEXTBOOKS, ETC.; TO CARRY OUT THE PROVISIONS OF THE STATE EDUCATION LAW AND THE CHARTER OF THE CITY OF NEW YORK.

BEFORE BUDGET RESTRUCTURING

UNITS OF APPROPRIATION	ADOPTED BUDGET FOR FY 1978	FULL-TIME BUDGETED POSITIONS	CURRENT MODIFIED BUDGET FOR FY 1978 APPROPRIATION	CHANGE FROM ADOPTED (+/-)	FULL-TIME BUDGETED POSITIONS	AUTHORIZED BUDGET FOR FY 1979 APPROPRIATION	CHANGE FROM MODIFIED (+/-)
001—BOARD OF EDUCATION	$ 828,204	53	$ 856,333	$ 28,129+			
002—CITY GENERAL ADMINISTRATION	4,684,914	320	5,208,798	523,884+			
003—DIV OF PERSONNEL	3,454,694	274	3,788,037	333,343+			
004—DIV OF EDUC PLANNING & SUPPORT	4,525,191	225	4,559,299	34,108+			
005—DIV OF CERT SCHOOL DIST AFFRS	591,830	39	639,151	47,321+			
006—DIV OF SCHOOL BUILDINGS	112,952,343	2,764	106,069,358	6,882,985-			
007—DIV OF BUS & ADMINISTRATION	9,111,330	797	9,868,595	757,265+			
008—DIV OF HIGH SCHOOLS	294,041,129	15,222	317,124,015	23,082,886+			
010—ANCILLARY PUPIL SUPPORT PROGMS	50,286,677	1,995	50,881,561	594,884+			
011—OTPS - CENTRALLY ADMIN PROGMS	303,898,520		308,888,656	4,990,136+			
012—COMMUNITY SCH DIST INST & ADM	682,460,321	36,225	704,318,071	21,857,750+			
013—OTPS-COMM SCH DIST INST & ADM	22,402,099		22,949,184	547,085+			
014—DEPARTMENT WIDE COSTS	61,327,183		25,012,549	36,314,634-			
015—FRINGE BENEFITS	541,705,980		539,171,001	2,534,979-			
016—DIV OF SPECIAL EDUCATION	138,567,564	7,039	141,623,341	3,035,777+			
017—DEBT SERVICE	341,943,700		341,943,700				
018—HEAT LIGHT AND POWER	25,813,000		25,813,000				
024—CETA PROGRAMS	33,258,500	2,026	40,182,822	6,924,322+			
025—OTPS-CETA PROGRAMS			363,534	363,534+			
026—REIMBURSABLE PROGRAMS	224,417,503	6,853	200,732,838	23,684,665-			
027—REIMBURSABLE PROGRAMS			29,424,209	29,424,209+			
028—YOUTH [illegible] FEEDER PROGRAM	11,756,469	1,181	11,897,511	141,042+			
[illegible] ABUSER PGM	317,848		438,593	120,745+			

Source: "Board of Education Agency Expense Budget Summary, Adopted Budget--Fiscal Year 1979." City Record, Supplement, July 28, 1978.

SELECTION A (Cont'd)

040 BOARD OF EDUCATION
AGENCY EXPENSE BUDGET SUMMARY

UNITS OF APPROPRIATION	ADOPTED BUDGET FOR FY 1978	FULL-TIME BUDGETED POSITIONS	CURRENT MODIFIED BUDGET FOR FY 1978 APPROPRIATION	CHANGE FROM --ADOPTED-- (+/-)	FULL-TIME BUDGETED POSITIONS	AUTHORIZED BUDGET FOR FY 1979 APPROPRIATION	CHANGE FROM --MODIFIED-- (+/-)
TOTAL DEPARTMENT	$2,868,364,999		$2,891,754,236	$ 23,389,237+			
-- INTRA-CITY SALES	$ 22,474,316		$ 22,357,182	$ 117,134+			
NET TOTAL DEPARTMENT	$2,845,890,683	75,013	$2,869,397,054	$ 23,506,371+			

Note: The following definition of terms was given :

ADOPTED: The budget initially adopted by the City Council and Board of Estimate for each unit of appropraition and agency.

APPROPRIATION: A general term used to denote the amount authorized in the budget for expenditure by an agency.

PART I, Plan 5

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SELECTION B

Department of Education.

BOARD OF EDUCATION,
BROOKLYN, December 10, 1883.

Hon. SETH LOW, *Mayor:*

SIR:

In accordance with your request I present herewith a summary of the business transacted by this Board during the year ending with this date, with such comments, comparisons and suggestions as occur to me in relation to the condition and needs of the Public Schools of Brooklyn.

AS TO THE FINANCES OF THE BOARD.

GENERAL STATEMENT.

Balance on hand December 1st, 1882	$231,047 46
Amount received from the City, January 2d, 1883	977,925 10
" " " " State, July 18, 1883	288,196 17
" " " " sale of books, &c	60,797 87
" " " " all other sources	14,826 03
	$1,572,792 63

The amount expended:

Of General Fund account	$1,126,178 57	
" Special Fund "	287,052 13	
" Revenue account	10,318 00	
Balance on hand Dec. 1, 1883	149,243 93	
		$1,572,792 63

A CHART COMPARING 1882 EXPENDITURES

	New York.	Boston.	Brooklyn.
Average attendance*	121,784	48,557	54,894
Number of Teachers employed*	3,114	1,248	1,298
Total Expenditures	$3,558,304 33	$1,710,105 95	$1,148,387 27
For Teachers' salaries*	2,542,842 01	1,109,635 88	778,654 83
For Janitors' salaries*	97,219 49	79,791 50	38,535 00
For Officers, including Truant Officers	84,949 03	35,993 38	36,253 28
For Fuel and Gas	109,754 40	57,501 17	25,739 78
For delivering Books and Supplies.		12,000 00	1,000 00
For cost of Books and Supplies	135,642 51	68,362 68	70,296 34

* Does not include Evening Schools.

Source: Board of Education Budget, 1883. Third Annual Message of Hon. Seth Low, Mayor of Brooklyn, Jan. 7, 1884, pp. 245-248.

SELECTION B (Cont'd)

1883: BROOKLYN BOARD OF EDUCATION BUDGET

Doc. 15.

GENERAL FUND.	Amount on hand Dec. 1, 1882.	Receipts as per Budget and State Appropriation, Jan. 1, 1883.	Receipts from other sources.	Receipts by transfers.	Total receipts.	Total cash expenditures.	Expenditures by transfers.	Total expenditures.	Balance on hand Dec. 1, 1883.
Teachers' wages	$95,386 16	$802,897 01	$2,803 56		$901,176 73	$857,283 24		$857,283 24	$43,893 49
Janitors' wages	672 98	11,000 00	38 00	3,455 00	15,165 98	11,437 21		11,437 21	3,728 77
Officers' salaries	2,936 24	31,800 00		2,700 00	37,436 24	34,558 77		34,558 77	2,877 47
Music Teachers' salaries	1,000 00	12,000 00		220 49	13,220 49	12,020 49		12,020 49	1,200 00
Salary of Librarian	75 00	750 00			825 00	750 00		750 00	75 00
Evening schools	453 13	25,000 00		7,000 00	32,453 13	17,048 80		17,048 80	15,404 33
Printing	582 91	3,000 00	40 60	1,750 00	5,373 51	1,877 68		1,877 68	495 83
Books	6,315 61	26,000 00	60,797 87	7,200 00	100,213 48	86,992 39	9,855 00	96,757 39	3,456 09
Fuel	3,317 11	30,000 00			33,317 11	21,310 86	11,020 49	32,331 35	855 76
Gas	727 66	3,000 00			3,727 66	2,211 40	860 00	3,071 40	656 26
Stoves	820 11	10,000 00	32 64	3,735 00	14,587 78	12,601 24		12,601 24	1,983 57
Orphan Asylums	22,060 18	22,000 00			44,060 18	19,510 53	3,000 00	22,510 53	21,549 97
Compulsory Education	1,799 38	12,000 00			13,799 38	11,379 71	750 00	12,129 71	1,669 67
Expressing books	25 00	1,000 00			1,025 00	916 63		916 63	108 37
Library Fund		1,374 26	40 69	4,000 00	5,414 95	3,336 62	2,000 00	5,336 62	278 33
SPECIAL FUND.									
Employes in Workshop	1,354 60	13,000 00		2,700 00	17,054 60	15,698 72		15,698 72	1,415 88
Warming and Ventilating	7,092 17	11,000 00			18,092 17	11,000 00	6,455 00	17,455 00	636 17
Repairs and Furnishing	1,310 49	47,500 00		860 00	49,670 49	39,988 81	2,700 00	42,688 81	6,981 68
Pianos and Repairs	38 16	1,500 00			1,538 16	1,397 00		1,397 00	141 16
Revenue									
New Building for No. 7	27,968 73	6,485 00		5,295 00	39,748 73	39,315 20		39,315 20	433 53
" Primary Building for No. 13	8,723 00	25,573 00			34,296 00	29,435 00		29,435 00	4,861 00
" " " for No. 25	10,200 00	3,592 00			13,792 00	13,327 02		13,327 02	464 98
" " " to relieve Nos. 24 and 24	16,750 00	18,150 00			34,900 00	26,381 20		26,381 20	8,518 80
" " " for No. 26		34,900 00			34,900 00	29,476 15		29,476 15	5,023 85
" Building for Colored No. 1	15,000 00	13,800 00			28,800 00	21,324 00		21,324 00	4,476 00
" " for No. 10		41,000 00			41,000 00	29,289 40		29,289 40	11,710 60
Wings for No. 30		18,000 00		2,500 00	20,500 00	18,220 00		18,220 00	2,280 00
Rent	181 31	9,600 00		100 00	9,881 31	9,258 31		9,258 31	623 00
Revenue	6,357 20		11,780 54		18,137 74	10,317 00	5,455 00	15,494 00	2,643 74
	$231,017 46	$1,296,121 27	$75,623 90	$41,515 49	$1,644,308 12	$1,423,548 79	$41,515 49	$1,465,064 19	$179,243 93

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PART I, Plan 5 SELECTION B (Cont'd)

Brooklyn Board of Education Budget: 1883

Total Receipts	$1,614,308.12	
Less Receipts By Transfers	41,515.49	
Total Cash Receipts		$1,572,792.63
Total Expenditures	1,465,064.19	
Less Expenditures by transfers	41,515.49	
Total Cash Expenditures		1,423,548.70
Balance December 1, 1883		$ 149,243.93

NOTE.

Total Cash Expenditures from Dec. 1, 1882, to Dec. 1, 1883	1,423,548.70
Less Amount Drawn and Deposited In Bank On Account of Teachers' Salaries for December, 1883	50,000.00
Actual Cash Payments For The Year	$1,373,548.70

SUGGESTED ACTIVITIES

ENGLISH

- Write a poem in which you explore the term "free" public education. Use Selections A,B, for suggestions about expenditures in the school system in 1883 and 1979. 5 V

- Debate one of the following:
  Students should pay for all school supplies.

  Students should pay tuition for their education.

BUSINESS EDUCATION

- Write a comparative analysis of the budgets of the Board of Education in 1979 and 1883 (Selections A and B) both as to expenses and budget format. 5 T

- For advanced study, review the chart in Selection B, which compares the general educational expenses for the cities of New York, Boston, and Brooklyn in 1883. (Note: Brooklyn was a sovereign city until 1898.) Research the comparative costs of education today in New York City and Boston. T

- Discuss the terminology used in the budgets.

MATHEMATICS

- Design a pie-graph in which the various expenses of the Board of Education are revealed for the year 1979. T V

- Determine what elements consume the largest percentage of the budget. Determine the percentages and list in a hierarchical order. T

- Analyze the formats used in the budget of 1979 and in the budget of 1883 (Selection B). What are the advantages of each.

- Predict the Board of Education Budget for the year 2078 based on the trend of the last century. V

SCIENCE

- Compare the costs of fuel and gas in 1883 (Selection B) with funds allocated for heat, light, and power in 1979. Discuss the changing needs and supplies. Write a letter to the school administration in which you discuss how money could be saved by conservation of energy at Boys and Girls High. W

SOCIAL STUDIES

Read Selection A.

- Without discussion, write individual statements as to what you think the term "free public education" means. Share your thoughts in a round-table discussion. Then review 5

Selection A and discuss again the term "Free."

- Write an essay about the benefits of a "free public education" or write an essay assuming how education would differ if all students had to pay tuition.

- Design a social commentary cartoon depicting the inflow and outflow of funds which give us a "free public education." O V

- Research the Source of revenues which fund our public education system. Design a graphic display depicting these sources. O

- Invite a member from the Board of Education or from the Deputy Chancellor's Office to discuss the school budget and to review the recent court cases which affect funding sources, e.g., the Levittown v. Nyqyist case. P

- For an advanced project, assign a student to research The Levittown v. Nyquist case. and to report to classmates about the arguments made. T

- For more advanced studies, students could research and report upon the following court cases which were related to the Levittown case and which are affecting educational budgets throughout the country: T

  Robinson v. Cahill, 69 N.J. 449, 355 A.2d 129 (1976)
  Serrano v. Priest, 5C. 3d 584, 487 P.2d 1241 (1971)
  Serrano v. Priest, 557 P 2d 929 (1976)
  San Antonio Independent School District v. Rodriguez 411 U.S. 1.
  Northshore School District v. Kinnear, 530 P.2d 178, 84 Wash. 2d 685 (1974)

- Compare the Board of Education budget with the budget described in Selections A and B. Diagram the various components of the budget in 1883 and 1979. N O

- Write an analytical paper stating how you think the 1979 budget should be altered. What would you like to see included that is not.. V

- Write a letter to the Mayor in which you evaluate the 1979 Board of Education Budget.

- In the 1883 budget (Selection B) there was no money allocated for drug abuse correction. In the 1979 budget there is. Discuss this problem and the money allocated for it. Prepare a speech in which you argue for or against the inclusion of drug abuse correction programs in the education budget. Deliver the speech to classmates and be prepared to answer questions.

Plan # 6
School Governance

PART I - OUR SCHOOL TODAY

Questions

What protection is afforded the old Boys High building due to its landmark status? What is the landmark designation process? What other community structures and districts are designated landmarks?

Understandings

- The City Government, through its Landmarks Preservation Commission, affords certain districts and buildings special protection due to their cultural, aesthetic, and historic relationship to the City's heritage.

Materials

Selection A - Photo of Boys High School, photographer unknown.

Selection B - Close-up photos of Boys High School, provided courtesy of the New York City Landmarks Preservation Commission's Research Department.

Selection C - Close-up photos of Boys High School, provided courtesy of the New York City Landmarks Preservation Commission's Research Department.

Selection D - Close-up photos of Boys High School, provided courtesy of the New York City Landmarks Preservation Commission's Research Department.

Selection E - Map entitled "Historic Districts and Scenic Landmarks, Brooklyn," from a booklet entitled Landmarks and Historic Districts produced by the Landmarks Preservation Commission of the City of New York, p.2.

Selection F - List of landmarks in Brooklyn, from a booklet entitled Landmarks and Historic Districts produced by the Landmarks Preservation Commission of the City of New York, p. 10.

Selection G - A brief Summary of the Landmarks Designation Process.

Additional Resources

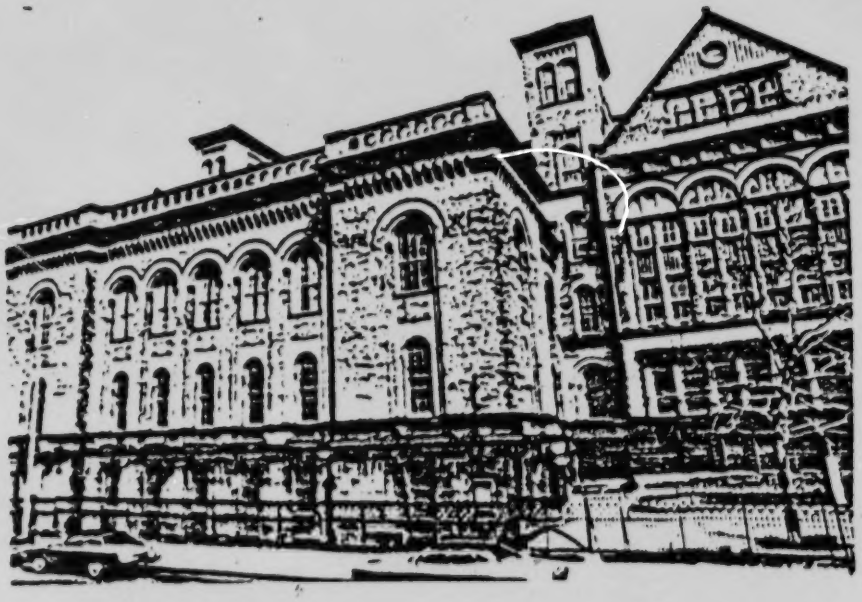
Local historians
Walking tours

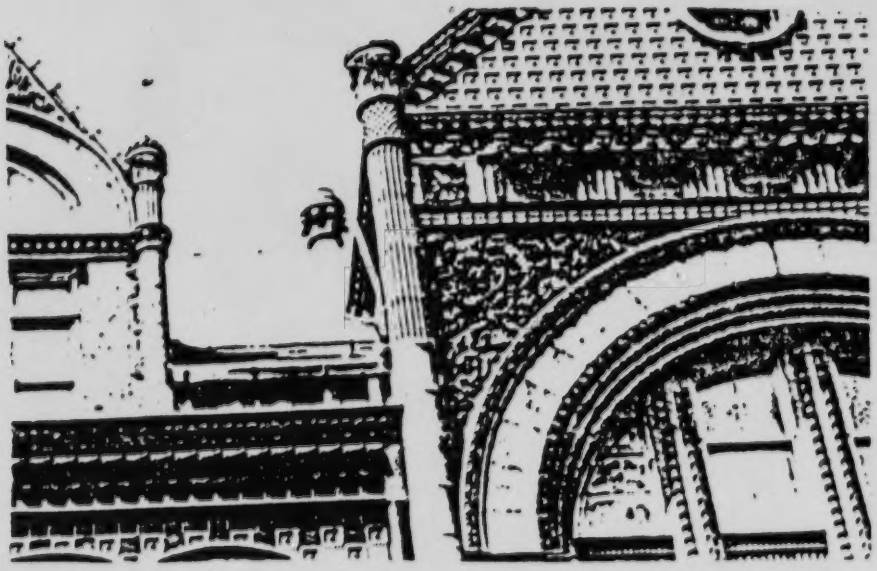
Code References

Numbers indicate pages in History.
Letters indicate Special Events.

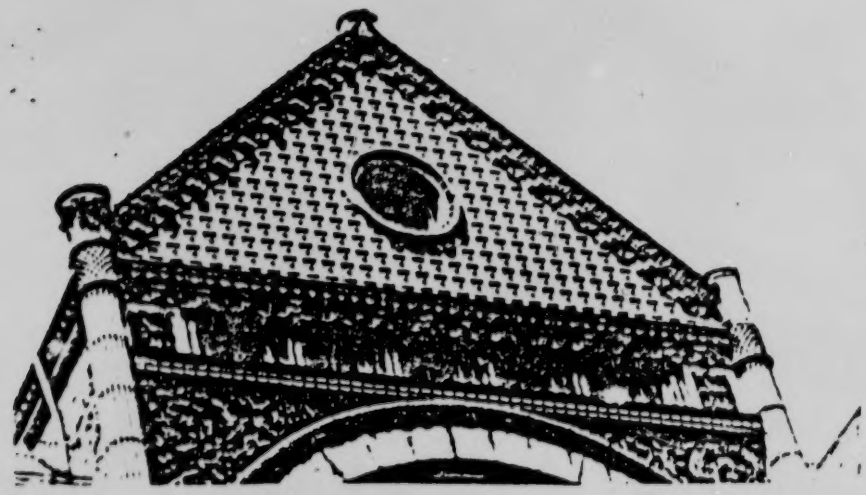
BOYS HIGH SCHOOL, photographer unknown.

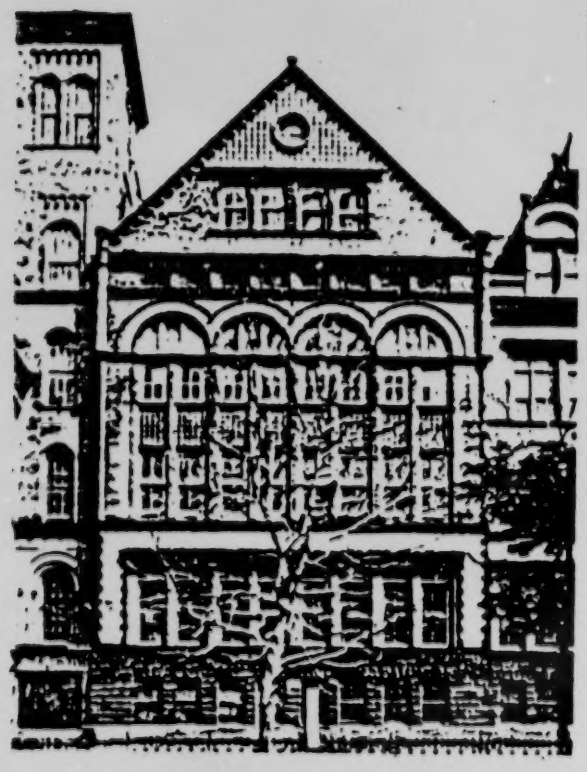
PART I, Plan 6 SELECTION B





BOYS HIGH SCHOOL. Courtesy: New York City Landmarks Preservation Commission's Research Department

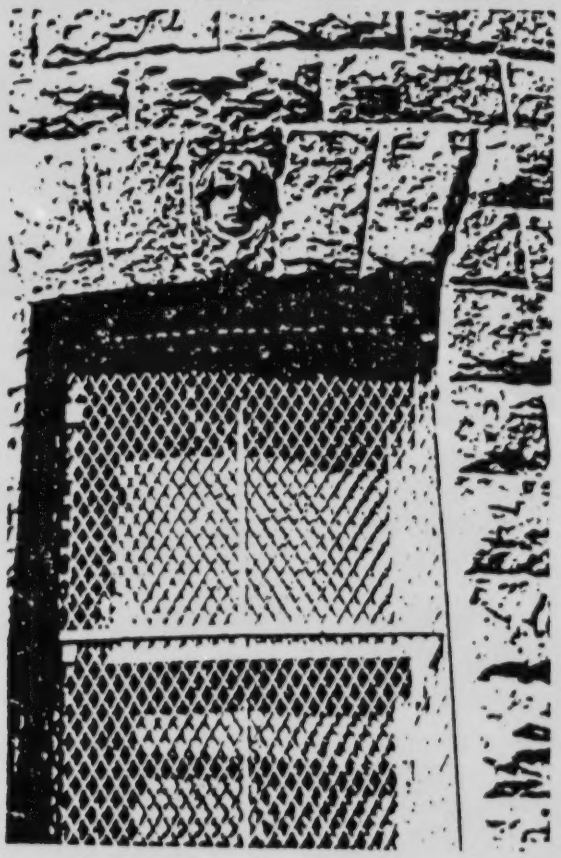




BOYS HIGH SCHOOL. Courtesy: New York City Landmarks Preservation Commission's Research Department.

PART I, Plan 6

SELECTION C



BROOKLYN

BETHESDA PENTECOSTAL CHURCH....719 Bushwick Avenue, opposite Hart Street
BOY'S HIGH SCHOOL....832 Marcy Avenue
BROOKLYN BOROUGH HALL....209 Joralemon Street
BROOKLYN CENTRAL OFFICE, BUREAU OF FIRE COMMUNICATIONS....35 Empire Boulevard
BROOKLYN CITY RAILROAD COMPANY BUILDING....8 Cadman Plaza West
OLD BROOKLYN FIRE HEADQUARTERS....365-367 Jay Street
BROOKLYN MUSEUM (Institute of Arts and Sciences)....
Eastern Parkway at Washington Avenue
MAIN BROOKLYN POST OFFICE....271-301 Washington Street
440 CLINTON STREET HOUSE
COMMANDANT'S HOUSE, QUARTERS A....Hudson Avenue & Evans Street, New York Naval Shipyard
DRY DOCK #1....Brooklyn Navy Yard
EMMANUEL BAPTIST CHURCH....
279 Lafayette Avenue, between Washington Avenue and St. James Place
ERASMUS HALL MUSEUM....Courtyard of Erasmus Hall High School, 911 Flatbush Avenue near Church Avenue
FLATBUSH DUTCH REFORMED CHURCH....890 Flatbush Avenue at Church Avenue
FLATBUSH TOWN HALL....35 Snyder Avenue
FLATLANDS REFORMED CHURCH....Kings Highway and East 40th Street
FORT HAMILTON OFFICER'S CLUB (Casemate Fort)....Fort Hamilton
GAGE & TOLLNER....372 Fulton Street
OLD GRAVESEND CEMETERY....Gravesend Neck Road and MacDonald Avenue
GREEN-WOOD CEMETERY GATES....Fifth Avenue and 25th Street
HANSON PLACE SEVENTH DAY ADVENTIST CHURCH....88 Hanson Place
HUNTERFLY ROAD HOUSES....
1698-1708 Bergen Street, between Rochester and Buffalo Avenues
KINGS COUNTY SAVINGS BANK....135 Broadway, corner Bedford Avenue
677, 678 and 679 LAFAYETTE AVENUE (Magnolia Grandiflora Houses)
MAGNOLIA GRANDIFLORA TREE.... 679 Lafayette Avenue, between March and Tompkins Avenues
MONSIGNOR MCGOLRICK PARK: SHELTER PAVILLION....
Nassau and Driggs Avenues, Monitor and Russell Streets
NEW LOTS REFORMED CHURCH....630 New Lots Avenue
NEW UTRECHT REFORMED CHURCH....18th Avenue at 83rd Street
83rd POLICE PRECINCT AND STABLE....Wilson and DeKalb Avenues
PROSPECT PARK:
BOATHOUSE ON THE LULLWATER
THE "GRECIAN" SHELTER....near Parkside Avenue
LEFFERTS HOMESTEAD....Flatbush Avenue at Empire Boulevard
LITCHFIELD VILLA....Prospect Park West, between 4th and 5th Streets
PUBLIC SCHOOL 39....417 Sixth Avenue
REFORMED CHURCH OF SOUTH BUSHWICK....
859-867 Bushwick Avenue, between Stanhope and Himrod Streets
23rd REGIMENT ARMORY....1322 Bedford Avenue
RUSSIAN ORTHODOX CATHEDRAL OF THE TRANSFIGURATION OF OUR LORD....
228 North 12th Street
ELIAS HUBBARD RYDER HOUSE....1926 East 28th Street
SAINT BARTHOLOMEW'S CHURCH....1227 Pacific Street
SAINT GEORGE'S PROTESTANT EPISCOPAL CHURCH....800 Marcy Avenue
SOLDIERS' AND SAILORS' MEMORIAL ARCH....Grand Army Plaza
STATE STREET HOUSES....Nos. 291-299 and Nos. 290-324 State Street
STEELE HOUSE....200 Lafayette Avenue....corner Vanderbilt Avenue
STOOTHOFF-BAXTER-KOUWENHOVEN HOUSE....1640 East 48th Street
SURGEON'S HOUSE....Flushing Avenue opposite Ryerson Street, Old U.S. Naval Hospital
OLD U.S. NAVAL HOSPITAL....Hospital Road, New York Naval Shipyard
JOHANNES VAN NUYSE (Coe) HOUSE....1128 East 34th Street
VAN NUYSE-MAGAW HOUSE....1041 East 22nd Street
WILLIAMSBURGH SAVINGS BANK....174 Broadway, near Bedford Avenue
WILLIAMSBURGH SAVINGS BANK....1 Hanson Place
PIETER CLAESEN WYCKOFF HOUSE....Clarendon Road and Ralph Avenue
WYCKOFF-BENNETT HOMESTEAD....1669 East 22nd Street

*Landmarks and Historic Districts, Landmarks Preservation Commission of the City of New York, p. 10.

PART I, Plan 6 SELECTION G

Brief Summary of the Landmarks Designation Process

The New York City Landmarks Preservation Commission, established in 1965, receives or makes proposals to initiate consideration of a structure or district for landmark status in all five boroughs. Quite often the proposal comes in the form of a simple letter requesting such consideration from local groups, organizations, individuals, and building owners. Staff members and survey teams from the Commission can also initiate the process.

Once a proposal reaches the Commission, members of the Research staff visit the location, evaluate, photograph, and then supply necessary documentation. The basic criteria used in landmark designation are: aesthetic, cultural, and historical significance. The proposed landmark must be at least thirty years old and, in recent years, the emphasis has been on aesthetic and architectural criteria rather than on historical associations with a particular person or event. After a staff evaluation, the Research Department makes a general recommendation to the Commission as to whether or not the proposed landmark meets the established standards.

A public hearing is held at which the members of the Landmarks Preservation Commission preside. Usually present at such hearings are: public officials, sponsors, community groups, the building owner, and members of the general public. A quorum of six of the eleven Commissioners is necessary for a formal vote and designation requires a simple majority.

After designation, the Commission begins to monitor and protect the landmark. The appropriate legal notices are given and the Board of Estimate affirms or denies the designation within ninety days. At this point, political pressures are more influential than monetary concerns since the City does not assume responsibility for any upkeep of the landmark.

The intent of landmark designation is not to prevent change but rather to prevent inappropriate change. Most of the landmark designations protect only the external features of buildings; special designation must be acquired for interior landmark status. The approval of the Commission must be obtained before any changes may be made to buildings which have received landmark status.

Note: Boys High School was a staff-initiated proposal which received strong community support. It received its designation within six months. It does not have an interior landmark designation at this time.

Based on an interview with Marjorie Pearson, Director of the Research Department of the New York City Landmarks Preservation Commission, by K. Morin, January 11, 1978.

SUGGESTED ACTIVITIES

ALL SUBJECT AREAS

- Visit the old Boys High building. Make suggestions as to how the unused areas of the building could be utilized for the benefit of the school and the community while not destroying the interior design. — 7,8 I S

- Invite a member of the Landmarks Preservation Commission to speak to your class about the importance of his/her work to the community. — 7,8 J P

ENGLISH

Read Selections A-G.

- Debate one of the following: — 7 8 J M
  The old should always give way to the new.
  The preservation of historic buildings is essential to an urban society.

- Prepare a historical research guide for your fellow students in which you include the locations of historic buildings, sites, museums, libraries, and special research collections. Place this in the library's Centennial Collection. — I T

- Prepare speeches to be given in support of landmark status for Girls High and for the old Central Grammar School building. (This activity is found in later sections of this resource collection too; however, the process should be initiated early). — 7 8 R

- Assume that you are living in the year 2,078 when Boys and Girls High will celebrate its bicentennial. All of the old buildings in the city are in danger of being torn down. Write a futuristic essay or poem describing what you think life in the city would be like and how you would feel. — 7 8 V

FINE ARTS

- Discuss the landmark procedure and why it is or is not important to protect important buildings for historic purposes. — 7 8 J

- Visit Boys High School and sketch aspects of the building which led to its being called a "monument of Romanesque architecture." — 7 8 J

- Do an oil painting of the building using either an interpretive style or a realistic style. — T

- Identify specific patterns in the design of the facade of Boys High. (Refer to Selections A through D). Combine these patterns to create a mural. — 7 8 J

- Locate cornerstones on neighborhood buildings. Do rubbings and exhibit. — T C

FOREIGN LANGUAGES/ESL

- Write a poem in the language you are studying in praise of the "Old Boys High." 7 8 0

- In the language you are studying debate one of the following:
  Historic buildings should be protected.
  Historic buildings should be torn down in the name of progress. M

INDUSTRIAL ARTS

- On plywood, design a flat historic map of the community. Paint in the locations of the old Boys High, the old Girls High and the New Boys and Girls High. Include the location of the Central Grammar School at the intersection of Court and Livingston. (Refer to Selections E and F to include designated landmarks) Exhibit. 7 C I

MATHEMATICS

- Study Selections A through D and determine geometric shapes and patterns which are used repeatedly throughout the building. Identify and classify them into sets. Discuss the importance of geometry to architectural design. 7 8 C T

- Isolate the geometric patterns and shapes and create a chart which displays and identifies them. 7 8 C T

  Using string, link the shape to its location on the building. Visit the school and determine if there are other patterns.

SCIENCE

- Visit the old Boys High School building and identify the various construction materials used. What type of stone was used? Where does it come from? Identify oxidized copper on the building. 7 8 W

- Prepare a chart of all identifiable materials used in the building's construction. Create a chart which shows the location of this material. 7 8

- Discuss why buildings are not constructed in this manner today. 7 8 W

SOCIAL STUDIES

Read Part I of the brief school history and review Selections A through G.

- Discuss the term "landmark" and why it is important for societies to preserve important historical structures. List all the qualities which you believe would be necessary for a building to be "important enough" to warrant landmark status. 7 8 J

- Visit the old Boys High School building and identi- 7 I J

fy the architectural qualities which led the Landmarks Preservation Commission to state that it had "a special character, special historical and aesthetic interest and value as part of the development, heritage, and cultural characteristics of New York City..."

- The old Boys High building has been cited as a "monumental example of Romanesque architecture." Discuss what this term means and study the photos in Selections A, B, C, and D for qualities which support this statement. — 7 8 J
- Write a critique in which you either support or critize the landmark status given to Boys High. — 7 J
- Design a social commentary cartoon either supporting or criticizing the landmark process in general. — J
- Begin a campaign to secure landmark designation for the old Girls High building and for the old Central Grammar School building on Court and Livingston Streets. (Note: This activity is discussed in more detail in subsequent sections of this resource collection: however, the process should be started immediately. See Selection G.)

Read Selections E and F.

- Visit the districts in Brooklyn which have been declared historic landmarks. Write a critique on the merit of these designations based upon your observations and research. — I J
- Plan a historic neighborhood tour in which you take groups of younger students or parents around the community identifying various periods of construction. — I
- Prepare a historic map for the neighborhood citing resources for research. — I
- Visit other Brooklyn landmarks (Selection F) and write a brief report on each. Identify those which were built about the same time as Boys High. Compare them. — I J

Plans,

Activities, and Resource Materials

PART II

Our School: The Early Years, 1876-1892

Plan #1
Community Influences

PART II OUR SCHOOL: THE EARLY YEARS, 1876-1892

Questions

What were the general socio/economic/political characteristics of Brooklyn and the particular community at that time?

Understandings

- Newspapers, a form of educational institution, reflect in their articles, and to varying degrees, the major needs, concerns, and interests of the community they serve.
- Newspapers present graphically an interdisciplinary view of history.
- Newspapers often provide a daily chronicle of both community life and worldwide events.

Materials

Selection A - Pages of the New York Times Index, July 1 - December 31, 1878, pp.726, 727.

Selection B - Harte, Ben. "Sold: The Brooklyn Bridge." Travel and Leisure, November 1978.

Additional Resources

Brooklyn Daily Eagle Almanacs, 1886, 1898

Brooklyn Daily Eagle Annual Index, 1891-1902

Half-Century's Progress of the City of Brooklyn: Leading Manufacturers and Merchants. New York: International Publishing Co., 1886. (Brooklyn Public Library, Grand Army Plaza Branch)

New York Times Index, 1857 - present

Souvenir of Brooklyn: Descriptive, Historical, and Statistical Review. New York: Anderson and Gillette, 1890. (Brooklyn Public Library, Grand Army Plaza Branch)

Stiles, Henry R. Civil, Political, Professional and Ecclesiastical History and Commercial and Industrial Record of the County of Kings and the City of Brooklyn, New York, from 1683 to 1884, vol. 1 and 2. New York: W. W. Munsell and Co. (Brooklyn Public Library, Grand Army Plaza Branch)

Code References

Numbers indicate pages in History.
Letters indicate Special Events.

ny Times' Sketch ..... Nov. 16—2-5
Zanesville, Ohio: Four Bodies Rescued from Wagon ..Nov. 15. (1-2.) 16, (1-6.) 20, (2-6.) and..... Dec. 22—2-2
Bdgeta. Election Disorder..... Sept. 7—5-5
Ministerial Changes..... Nov. 26—4-7
Boiler Iron Inspectors' Meeting to Reconcile Differences in Method ..... Nov. 14—1-7
Bolivia: United States Minister to Appointed ..... Sept. 5—3-3
Bonner, R.; Horses Sketched..... Dec. 16—3-7
Book Reviews. See *Reviews.*
Book Stalls of New-York City Sketched.. Sept. 22—5-7
Book Trade: Semi-Annual Sale..8-pt. 20, (2-3,) 21, (2-7,) 22. (2-5.) 24, (2-2.) and..... Sept. 25—8-5
Booth, N.: Sacramento Union Describes an Entertainment Given to His Friends. Nov. 5—2-5
Bostwick, J. A.: New-York City Residence Described..... Dec. 27—8-3
Boston Lady's Adventure in a Railroad Car: Times' Story; Similar Cases; Press Comments, &c. July 28, 30, 31, Aug. 4, (5-2 and 3-1,) and..... Aug. 9—5-6
Boston, Mass.
Allen, C. L.: Louisa Silvan's Plot Against for Extortion..July 11, (5-6,) Aug. 4—0-7
Bank Buildings (Howard and Tremont) Described..... Dec. 3—3-5
Capitalists' Mistake in Making Investments in New-York City..... July 13—5-5
Custom-house Changes: Collector Beard Denies the *World* Charges. Dec. 29, (1-4,) and..... Dec. 29—1-3
Debt, (Total)..... July 1—5-6
Democratic ("Regulars") Nominees. Nov. 15—1-3
Dividends, January..... Dec. 31—3-1
October..... Sept. 29—2-5
Education, (Municipal)..... Dec. 11, (5-3,) 12 -2-7
Globe Theatre: Financial Adjustment: Lease..... Dec. 26. (4-7,) 27, (1-2,) 30—5-6
Greenback-Democratic Coalition on City Officers..... Nov. 17—1-3
Loan of $3,000,000 Announced..... Dec. 10—1-3
Mayoralty: F. O. Prince Nominated, Showing Fusion of Democratic Factions in Butler's Interest.... Nov. 12—3-1
Prince's Letter Defining Political Status..... Dec. 3—3-4
Mayoralty: Citizens' Committee Nominates C. R. Codman..... Nov. 27—1-6
Merchants' Club: Entertainment to New-York Bankers..... Dec. 11—3-6
Merchants' National Bank Building Described..... Nov. 11—2-5
Miner Cole's Peculiarities..... Aug. 21—3-3
Nurses' Training-Schools in Hospitals. Aug. 10—2-6
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Sold: The Brooklyn Bridge

Anyone can buy it

by Ben Harte

I bought the Brooklyn Bridge in March, 1965. The guy who sold it to me said his name was Seamus. He wanted a quarter for it but agreed to accept 50 cents. I was standing on the corner of the Bowery looking at that one section of the bridge you can see down Catherine Street when Seamus plucked me by the arm. How he knew I was straight off the Boeing I don't know, unless it was my Aer Lingus bag and Donegal sweater. Anyway, he addressed me by my confirmation name—albeit in the familiar form, Paddy—so I paid up.

I took possession of the property that very afternoon and return several times a year to reestablish my rights.

Actually, unknown to Seamus, I had owned it since I was a child. For years, my godfather, who grew up in Brooklyn, used to write to me on postcards of the bridge, which he carried with him round the world. My youngest great granduncle, a workman on the bridge, fell to his death from the New York tower during construction in the 1870s, so that the bridge had been a thing of awe in my family for generations. It still is to many people who have never seen it. A traveler to Moscow relates that an old couple he met there showed him a picture of the bridge. They called it *die Alte Brücke*, the Yiddish name they had learned from relations transplanted to Hester Street. Northern Italian visitors flock to the bridge because they are familiar with it from the label on a favorite Milanese chewing gum called *La Gomma del Ponte*, the gum of the bridge.

What makes Brooklyn Bridge so special? Its extraordinary grace for one thing, its simplicity of line, and the gentle harmony of masonry, steel and timber which makes it the most human of the city's bridges. To appreciate this latter point you must walk across it—from which side does not matter. The Lexington Avenue Express will bring you to the stop marked Brooklyn Bridge at the Manhattan end. Now it is a pedestrian area of small plazas and staircases of recent vintage that seem joyously to belie the stern purpose of the fine new buildings that surround them, namely, the New York City Police Headquarters and the Men's House of Detention. Or starting from the Brooklyn side take the "A" train to Brooklyn High Street and see the bridge first from that stately 19th-century backwater.

If the mile or so walk from one side to the other is not to your taste, take heart. The wooden promenade on the center span is scattered here and there with benches, and even on the worst dog days there is usually a breath of air to make you think you are on a ship's deck.

People addicted to it have their own favorite season and time of the day for walking the bridge. My own favorite time is dusk in late spring or early fall. Then, the evenings are cool and clear, and the harbor is often bathed in outrageous sunsets. But there is a more personal reason. One afternoon after a long and late luncheon on the Manhattan side, two old friends, both Brooklyn-born, and I strolled onto the bridge to digest our meal and clear our heads. When we reached the middle of the bridge, they stopped and would go no further. Neither had set foot in Brooklyn since the Dodgers left Ebbets Field for Los Angeles. So we sat for an hour and watched as the changes in light and shadow transformed the familiar islands in the harbor into places of mystery and the city into a sumptuous bauble. By the time we could no longer identify the ferries turtling back and forth between the Battery and Governor's Island, my friends had mellowed. The Borough, if not the Dodgers, was forgiven, and we ambled over to Gage and Tollner, a restaurant on the Brooklyn side.

Late one winter I crossed the bridge alone in a blizzard so fierce that halfway over I could see nothing but swirling snow. Not only were the skyscrapers of downtown Manhattan lost in some other existence, even the towers and cables of the bridge itself had disappeared and the only sound I could hear was its eerie creak in the wind and an occasional muffled ship's horn.

At night the bridge is operatic. The tall Gothic towers, rose-pink in the floodlights, look like mighty twin doorways of an imperial cathedral, and the white-painted cables stand out against the sky so that one has the impression of viewing the city through vast, tightly stretched broadloom lace.

The impressions of those people who crossed the bridge on the opening day, May 24, 1883, must have been quite different. It did not seem then merely the exquisite gem it is today; it was the city's greatest wonder—some called it the eighth wonder of the world—towering above anything in New York or the then independent city of Brooklyn. Distinguished visitors such as President Chester Arthur were amazed that day by the statistics that made it probably the most magnificent engineering feat to that date. At 5,989 feet in length, it was to remain the longest suspension bridge in the world for 50 years. Its cables boasted a strength capability of 24,621,789 pounds, and each one was wrapped in 243 miles, 943 feet of wire. President Arthur would have been less astonished in those years of slower construction to learn that ground-breaking day to opening day encompassed almost fourteen years.

What few people thought of that day were the tragedies involved in constructing the bridge—or of those to come. The chief engineer of—and genius behind—the bridge, John A. Roebling, died after an accident at Fulton Street ferry slip even before the ground breaking ceremony occurred. His son Washington succeeded him as chief engineer, developed the bends, an occupational disease caused by rising too quickly out of the subterranean caissons into the fresh air, and had to watch the final years of the bridge's construction from his bedroom window in Columbia Heights. Then, just a week after the opening, on Memorial Day 1883, when 20,000 people crowded the bridge, twelve of them died, forced forward onto the staircases that climb to the bridge's main span. How many people died during construction is not known, though twenty is the best available figure. The names of the Irish and Italian workmen who plunged to their deaths or were crushed to death are inscribed in family memories, but not in the bridge company's records.

We do know that more than thirty-five people have attempted suicide and that twelve have survived, though whether the famous Steve Brodie was one of the latter is not certain.

Brodie, later the owner of a well-known Bowery saloon, claimed to have jumped off the bridge in 1886, and advocates for both opinions were the cause of many a memorable donnybrook. Nevertheless, such was Brodie's fame, that later he progressed—if indeed that is the direction—from saloon keeper to actor appearing in a play the climax of which was his own death-defying plunge into the East River.

Most writers have found the bridge less violently appealing. Lewis Mumford and Hart Crane both rhapsodized about it, and Maxwell Anderson placed his play *Winterset* on the bridge itself. Yet the best salute in writing has not been in poetry or drama but in a history called *The Great Bridge* by David McCullough (Simon & Schuster, 1972). Mr. McCullough's stunning book reads like a saga, and for anyone wanting to spend an hour or so on the bridge it is an ideal companion. Oh, and if you should meet Seamus, please give him a dollar. I think he was taken. ■

Source: Ben Harte. "Sold: The Brooklyn Bridge." Travel and Leisure, November 1978. (Copyright © 1978 American Express Publishing Corporation.)

SUGGESTED ACTIVITIES

RESEARCH SKILL DEVELOPMENT
ALL SUBJECTS

- Teacher will explain that this is a two-page selection from a series of volumes which index all articles that have appeared in The New York Times during the period 1857 to the present.

  The complete set of volumes can be consulted in the reference rooms of many New York City public and private libraries; e.g., the New York Public Library, at Forty-first Street and Fifth Avenue.

  The school library also has a set, together with the related microfilms.

- Teacher will explain that these two particular pages were selected because:

  (a) Central Grammar School was founded in September of 1878.

  (b) The major topic Brooklyn, and its related major articles, are listed on these two pages.

- Teacher will explain that the Index uses the following reference methodology:

  #1 Major topics are listed alphabetically, and highlighted in boldface type.

  - Students will list the major topics cited on these two pages.

  - Students will discuss the variety of topics and geographic range, noting that while The Times emphasizes our metropolitan area (e.g., extensive emphasis upon Brooklyn and the Brooklyn Bridge), it also covers the state (Buffalo, New York), the nation (Boston, Mass. and California), and the rest of the world (Brazil).

  - Students will locate the above-mentioned areas on a map.

  #2 Articles

  (a) Articles relevant to the "boldface" major topics

  - Students will note that the articles are listed by a short description of their subject.

  - Students will note that the articles are indented four spaces, to indicate their relevance to the major topic.

  (b) Articles not relevant to the "boldface" major topics

  - Students will note that the articles are listed by a short description of their subject.

  - Students will note that the articles are listed alphabetically, and appear flush with the "boldface" topics.

(c) All articles are followed by

(1) the month in which article appears
(2) the day of the month on which article appears
(3) two hyphenated numbers, the first being the page of the newspaper and the second the column of the page on which the article appears

- Student will be able to describe the location of article(s) about ghosts in Brooklyn, using the two Index pages

(Answer: "Ghosts in Clinton Avenue" December 20, 1878 page 5 column 1, and December 21, 1878 page 2, column 2)

- Teacher will explain that the articles can be located on microfilm at the reference libraries.

#3 Library-Media Activity

Enrichment: Each student will select an article from the Index and will go to the library, either individually or with the class, to locate it.

Librarian will instruct on the use of microfilm and microfilm readers and printers.

(a) Compare forms of expression
(b) Report on articles

ART

Students will design a poster representing the major concerns of Brooklyn life in 1878, as reflected in the topical listing of articles printed in the two-page section of the Index. 11 12 14 N T

Students will construct a model of the Brooklyn Bridge, and of the nearby areas of Brooklyn and Manhattan during 1878. 12 C T

INDUSTRIAL ARTS

Using string and wood, the students will construct a model of the Brooklyn Bridge. 12 C T

ENGLISH

Review Selections A and B.
Develop the research skill.

- Students will examine the news topics presented under the headings "Brooklyn" and "Brooklyn Bridge."

- Students will write a poem or essay depicting the concerns of those living in Brooklyn in 1878. 11 12 T

- Students will comment, in cartoon form, on one or more of the issues of 1878 in Brooklyn. 11 12 T

MATHEMATICS

Read Selections A and B.

- Students will determine the percentages of articles which reflect the following

major concerns in Brooklyn in 1878:

(1) religious
(2) cultural
(3) political
(4) public (transportation, police, fire, health, etc.)
(5) other

- Students will construct a bar graph indicating the percentages, as found in the above exercise. They will discuss the implications of the graph and what could be inferred from it about life in Brooklyn in 1878. They will also compare these concerns with those of today. — 11 12 C T

SCIENCE

Read Selections A and B.

- Examine the topics of articles presented in the two-page Index.

- Determine which, if any, deal with scientific developments of the day. (e.g., The nature of transportation; concerns about health; the Brooklyn Bridge) — 11 12 W

- Students will research the prevention/treatment of such diseases as yellow fever and smallpox in 1878. — W

- Study the engineering concerns of the Brooklyn Bridge construction in the light of the knowledge available to them at that time. — 11 12 W T

- Students will construct a series of models showing the stages of the development of the Brooklyn Bridge. — 11 12 C W

SOCIAL STUDIES

Review Selection A.

- Students will review the list of articles presented under the major topic "Brooklyn," and will list the general categories covered. (i.e., Religion, Political, Cultural, Public Services, Transportation, Police, Fire, Health, etc.) — 11 12

- Students will discuss the content of articles within each of the afore-mentioned categories, and thereby infer the major daily concerns of Brooklynites in the latter half of 1878. — 11 12

- Students will read the list of articles appearing under the major topic "Brooklyn Bridge," and determine the stage of its construction in 1878. — 11 12

- Student groups will read the sampling of — 11 12

(1) local
(2) statewide
(3) nationwide
(4) international

news topics presented in the two-page section of the Index. Each group will report briefly on the major emphases of articles.

• Students will read Selection B, and compare the appearance of the bridge today with its appearance in 1878, as reflected in the article.	11 12
• Students will research the history of the Brooklyn Bridge and its impact on the social and economic life of Brooklyn.	11 12
• Students will use the New York Times Index (A complete set of which is housed in the school library) to locate articles on Boys and Girls High School for the years 1878-1979. This could be assigned by the year or by the decade. A master list should be compiled and housed in the Centennial Collection in the Library. Note: Look under: Brooklyn, Education, Schools, New York City Board of Education or Dept. of Education, Public Schools, etc.	T
• Students will use the limited editions of the Brooklyn Daily Eagle Index and do the same as the aforementioned activity.	T
• Students will discuss the term "Newspaper Morgue" and will make arrangements to visit the Brooklyn Daily Eagle Morgue at the Grand Army Plaza branch of the Brooklyn Public Library.	I

PART II - OUR SCHOOL: THE EARLY YEARS, 1876-1892

Questions

What were the issues out of which the Central Grammar School developed?

Who supported/opposed the school and why?

What led to the name "Central Grammar School" rather than "Central High School"?

Understandings

- The governance of education is given shape by a multiplicity of factors: political, economic, social, and pedagogical.
- Public opinion is a major factor in the design of educational institutions and programs.
- Education is a State function. The extent of the State's responsibility to educate its citizens is the subject of continuous debate and refinement.

Materials Attached

Selection A - Excerpts from the article "High Schools, and Normal, or Training Schools," Brooklyn Journal of Education, vol. 1, no. 2, April 1875, pp. 79-83.

Code References

Numbers indicate pages in History.
Letters indicate Special Events.

PART II, Plan 2

SELECTION A

Excerpts from the article "High Schools, and Normal or Training Schools," Brooklyn Journal of Education, vol. 1, no.2, April 1875, pp. 78-83:

"Opinion is divided,as to the necessity for one or both of these institutions (a High school or normal school) in Brooklyn, to unify, and make more effective our free school system. On the one hand, many intelligent people believe that it was not contemplated, nor is it now desirable, to go beyond what has come to be called a common school education, at the public expense--that the masses require only to be taught to read and write, to qualify them as good citizens, and to discharge the debt which, it is claimed, the State owes them. We do not believe this to be a sound view of the subject, nor do we attach much value to such an education.. Its general effect is not calculated to materially benefit society at large, and we incline to believe that elementary instruction, so far as reading and writing go, does not lead to the diminution, but rather to the increase of crime."

****

The above argument parallels "a little learning is a dangerous thing."

"Moreover, superficial education makes the mind a ready receptacle for every kind of imposture, and has been the cause of the rapid spread of modern delusions."

****

"As a people, we have common interest in the general welfare, and yet, with large professions of equality, we are likely to incline, more and more, to raise up barriers of class, wealth and fashion, which will be almost as strong in our social usage, if continued in and encouraged, as have been the laws of caste abroad, under whose influences, it will be remembered, Lord John Manners wrote, when he was young and foolish:

Let wealth and commerce,
laws and learning die,
But leave us still our old
nobility."

Source: "High Schools and Normal, or Training, Schools, Brooklyn Journal of Education 1:2, April 1875, pp. 79-83.

SUGGESTED ACTIVITIES

ART/HOME ECONOMICS

- Design a Centennial quilt. The quilt should show the struggles of the common man, in the 1870s, for a higher form of public education. Each square might show the progress of the school from its Central Grammar School building on Court Street, to its Girls High and Boys High buildings, to its present location as Boys and Girls High School. — 12, 13, C, T

- Design Centennial potholders. Exhibit them at the Centennial Fair or in department showcases. — 12, 13, C, T

- Symbolically, the Centennial Celebration may be seen as a circle of "coeducation." Design a burlap wall-hang depicting this or other symbols of the Centennial. Use them to decorate your room, the department, the library, or the Centennial Fair. — 12, 13, 15, 6, C, T

- Design Centennial jewelry: necklaces, earrings, rings, etc. Make them symbolic of the Centennial theme. Exhibit them. — C

- Design a Centennial rug which the class, or a club, will hook. The rug could be put on permanent exhibition in the school library. — C, T

- Design a stained glass window for display in the school, to show the Centennial theme. (Remember, stained glass was popular during the late nineteenth century. Use real glass or plastic or cellophane.) — C, T

- Design a large Centennial mural to be painted on the nearby subway station's walls. Assign committees to complete the various aspects of this project. The design of the mural could be symbolic or realistic, but should clearly portray the last 100 years of history of Boys and Girls High School. — F

- Hold a department or school-wide contest for the mural design, in which the students and staff vote. Individuals or groups could submit the designs on posters. Thus, you would have an excellent Centennial poster exhibition and a democratic selection of the final design. — F, C

  Note: Be sure to gain permission from the M.T.A., through their "Adopt a Station" program.

ART/HOME ECONOMICS, CONSUMER EDUCATION

- Design a Centennial logo. Silkscreen the logo onto T-shirts. Market the shirts and use the funds to purchase a commemorative plaque or tree for the school. — G, Q

ENGLISH

- Read the excerpts from the article. In a whole-class discussion, determine what is meant by the following:

"Moreover, superficial education makes the mind a ready receptacle for every kind of imposture, and has been the cause of the rapid spread of modern delusions." 13

Write an essay either defending or refuting this statement. T

- Assume you are the immigrant mother/father of a fifteen-year old son. You came to the United States in 1860 because you had lived in a country where nobility rules and you and your family, being of peasant stock, could not get a good education. Now it is 1875, and your son, who is very bright, wants eventually to go to Harvard; but you cannot afford a private secondary school. Your son has begun to be a truant, and to hang out with a local gang during the day. 12

  Prepare a talk that will take place between you and your son. R
  Role-play this for the class. T
  Tape record and analyze.

  Note: Be sure to use some of the points made in the article provided when designing your father/mother-to-son talk.

- Do same as above, but prepare a "talk" that you will have with the Mayor of Brooklyn.

- Prepare a debate on the statement:

  "the masses require only to be taught to read and to write, to qualify them as good citizens, and to discharge the debt which, it is claimed, the State owes them." 13 M

- Videotape the debates. In conjunction with the social studies department, set up a series of structured debates at all grade levels. Have grade-level contests and then schoolwide contests. In the final schoolwide contest, invite local Board of Education members, parents, and politicians to judge. Hold this in the auditorium so that all who are interested can attend. Videotape and store in the library's Centennial Collection at your school. M T

- Write a poem about the dangers of a "superficial" education, as described in the article, and as you think it applies today. 13

FOREIGN LANGUAGES AND ESL

- Research why many immigrants came to the New York area in the nineteenth century. Why did they want to leave their countries? What educational opportunities existed in their homelands as compared to the educational opportunities in Brooklyn in 1875? 12

  In the language that you are studying, write an essay on this topic.

- Design a multilingual poster depicting the hopes and dreams of nineteenth-century immigrants. You may show their dreams before arrival and their realizations after arrival, and also the new dreams/hopes which grew out of these realizations. 12 C T

- Discuss the meaning of Lord Manners' quotation, remembering he was considered "young and foolish" when he said it: 12

  "Let wealth and commerce,
  laws and learning die,
  But leave us still our
  old nobility."

  Where do you think Lord Manners was from? Do you think that such attitudes were a reason for immigrants to settle in the United States? Explain.

- Study the following quotation from the article:

  "As a people, we have common interest in the general welfare, and yet, with large professions of equality, we are likely to incline, more and more, to raise up barriers of class, wealth, and fashion, which will be almost as strong in our social usage, if continued and encouraged, as have been the laws of caste abroad...." 12 13 14

  How do you think this might be applied to a non-English-speaking immigrant to Brooklyn in 1875?

  Write an essay about "Language Barriers in a Struggle for Equality." Does the quotation apply today? If so, how? T

- Visit Castle Clinton in Battery Park, which served as the Immigration Depot from 1855 to 1891. Then, in the spring, visit Ellis Island, which replaced the Castle Clinton facility in 1892. 12 I

  When you return to your classroom, discuss what you saw, heard, and felt.

- Write a play in Spanish, depicting the struggle of the immigrant family in Brooklyn in 1875. Include in the script the emotional aspirations of the immigrants, and the difficulties they encountered. Also include how many of them surmounted the "barriers of class, wealth, and fashion" which they encountered. 12 R

  This might, in fact, make an excellent class operetta or play, with dramatic influences from the music of selected immigrant groups. You might want to design an "updated" version on the same theme, showing the struggles, hopes, and frustrations of present-day immigrants in Brooklyn. 12 R

INDUSTRIAL ARTS:

- Design a Centennial bookrack for the library collection. Within its design, indicate the early struggles which gave way to the creation of our secondary school system. This could be done in découpage on the wood, in designs burned into the wood, or within the inherent structure of the bookshelf itself. 13 14 T C

- Design a Centennial videotape storage box for the Library Collection. Again, within the design, make the box both functional and decorative. 13 14 T C

- Design a Centennial newspaper holder on which newspaper photocopies may be stored. Place this in the Centennial Library Collection. — 12 13 14 C T

SOCIAL STUDIES

- Read the passages quoted from the 1875 Brooklyn Journal of Education, which are provided.

  In small groups, discuss what you believe the following terms mean in the article: — 12

  free school system — 13
  good citizens — 14
  imposture
  diminution of crime
  superficial education
  modern delusions
  barriers of class, wealth, and fashion
  laws of caste
  general welfare

  After small-group discussions, convene as a whole class and present the results of the discussion.

- Discuss the scope of the State's responsibility for the education of its citizens. — 13

  Write individual essays defining what you personally think the extent of the responsibility of the State should be in this area. — T

- In individual projects, pretend you are a person living in Brooklyn in 1875. You do not have enough money to attend one of the many private secondary schools. You are very bright and wish to better yourself in life and eventually become a lawyer. You know how to read and write, but there is not a public school established to offer you advanced studies. — 13 14

  Write a letter to one of the following people, stating why you think Brooklyn should open a free, public, daytime high school. — T

  A. the Mayor
  B. members of the Board of Education
  C. the Governor
  D. the Editor of the Brooklyn Daily Eagle
  E. someone else who you think would be influential in the decision

- Debate the statement: There should be a free, public, daytime high school in Brooklyn in 1876. — 13 14 M

- Design a social commentary cartoon depicting the city of Brooklyn in 1875 without a free, public, daytime high school. — 13 T

- Read the excerpts from the article. You are a member of the Board of Education in Brooklyn who supports the establishment of a high school. Prepare a speech and deliver it to your class, stressing the most crucial reasons for such a school. Open yourself to questions from members of your class. Answer the questions to the best of your ability. Videotape and analyze. — 13 14 15 R T

- The excerpt mentions "laws of caste." Research the meaning of the term "caste." Are there societies today in which castes openly exist? Present your findings to the class. In small groups discuss the application of the term "caste" in various periods of American history. Write an essay on whether or not our educational system has in the past, and in the present, encouraged a subtle form of caste system. Defend your position. — 12, 13

- Graphically illustrate the relationship between the state, the city, and the community in our educational system. — 12, 13, 14, T

- In a round-table discussion, examine whether or not you think the Federal government should assume total responsibility for administering a uniform educational system in the United States. This discussion could also be done in the form of a panel debate. Videotape and analyze. — T

Plan #3
Community Influences

PART II OUR SCHOOL: THE EARLY YEARS, 1876-1892

Questions

Which individuals had a profound influence upon the school?

What did local public officials say about the establishment of the school? Did their actions reflect their words?

Understandings

- Ministers have traditionally played an important role in the historical development of education in the United States.
- Our democracy is based upon the belief that the common people are capable of participating with intelligence and responsibility in their government.

Materials

Selection A - A copy of a speech presented by the Reverend Henry Ward Beecher at the March 24, 1881 Central Grammar School Graduation (Brooklyn Daily Eagle, March 25, 1881, p. 2, col. 7).

Selection B - A copy of "Henry Ward Beecher," an article in James D. McCabe's Lights and Shadows of New York Life, an 1872 Facsimile Edition (New York: Farrar, Straus and Giroux, 1970), pp. 655-657.

Selection C - "Beecher's Slave Auction" The New Metropolis 1600 - 1900: Memorable Events of Three Centuries from the Island of Manhattan to Greater New York at the Close of the Nineteenth Century, E. Idell Zeisloft, ed., (New York, D. Appleton & Co., 1899,) p. 88

Additional Resources

Entire article, Brooklyn Daily Eagle, March 25, 1881, p. 2, c. 7

Code References

Numbers indicate pages in History.
Letters indicate Special Events.

PART II, Plan 3 SELECTION A

Rev. Henry Ward Beecher's Speech to the Graduating Class of Central Grammar School, March 24, 1881

NOTE: The speech is recorded exactly as it was given. The writing is obviously in a style characteristic of its day. It may be of interest to students to be exposed to this style, or you may want to extract sections of it.

"I have been very much gratified as a listener this evening but I have not been surprised at all. Such an exhibition as this is that which we have a right to expect in the bounds of the common people in this land of intelligence and knowledge. My summer vacations have for many years been spent in the White Mountains, and after the press of company one year had gone, there was a little more leisure on the part of the employees of the hotel. I heard in the dining room one night considerable clapping and cheering and on opening the door saw a stage erected at the far end of the room. The waiters and servants of the house were having the anniversary exercises of their literary society. Here was the chamber maid of a long unit of rooms and I can say, having listened to the principal woman speakers of our time, that not one of them ever became the platform better than did that servant girl. The young woman who waited on my family at dinner delivered a piece that I should have been proud to have heard my daughter deliver. These were the laboring people of New England and when a friend remarked to me "This would never have occurred outside of New England" my reply was "No sir, you are mistaken, out of America you mean." This is the land in which the common people are intelligent and this is the language and the object of popular education. Life is not completed when a man has built his house. There are functions which belong to the human mind and it is the business of popular education to give to every child in the community the power to develop in himself reason, moral sense and all the faculties of the soul so that when he goes out into life, he is complete master of himself. You have got to tread under foot that parsimonious and mean stingy spirit in the representatives of the people who are afraid that the children of the poor shall be educated too much. (Applause) I hold that these obstructions are inseparable from poverty, and no commonwealth can maintain itself which disdains the under classes, and there especially the greatest amount of zeal is to be expended. I am in favor of compulsory education simply because you have no right to fill up the community with men who are ignorant. Ignorance is a crime, under certain circumstances. Teach music! Is not that a part of my language? If I have the capacity of scientific observation it is the business of the school to make me a sound reasoner and observer. I glory in the fact that in the common schools of America is to be found the hope of America. There is our hope against vulgarity, against bad laws, against all forms of fanaticism, against all superstition. The children of the poor should be provided with better teachers than the rich can afford, and the common schools made so good that no man could afford to keep his children away from them. (Then Mr. Beecher addressed himself particularly to the graduates, saying that, in reality, their studies had just begun, and concluded with the following sentence: "May the presence of almighty God go with you. May He who has led the noble women in every generation lead you, and when at last you stand in the higher course where music is not taught but comes spontaneously from every redeemed heart, may you be there and join in the happy chorus of redemption."

NOTE: Six males and eighty-three females graduated in this ceremony.

Source: Henry Ward Beecher, "Speech to the Graduating Class of Central Grammar School," Brooklyn Daily Eagle, March 25, 1881, p.2, col.7.

PART II, Plan 3 SELECTION B

LIII.

HENRY WARD BEECHER.

ALTHOUGH Mr. Beecher is a resident of Brooklyn, and although Plymouth Church is located in that city, yet the great preacher is sufficiently bound to New York by business and socialities to make him a part of the great metropolis.

He was born in Litchfield, Connecticut, on the 24th of June, 1813, and is now in his fifty-ninth year, though he looks very much younger. He was the eighth child of Dr. Lyman Beecher, and was regarded as the dunce of the family, and, according to his own account, had the usual unpleasant experience of ministers' children. Being of a naturally strong, vigorous constitution, his body far outran his mind, and the little fellow lagged behind until nature asserted her rights. The forcing process accomplished very little with him. He was quick-witted, however, and fond of fun. The gloomy doctrines of his learned father made him shudder, and he came to the conclusion that Sunday was a day of penance, and the Catechism a species of torture invented for the punishment of dull boys. At the age of ten, he was sent to a boarding-school in Bethlehem, where he studied by shouldering his gun and going after partridges. Then his sister, Catharine, took him in hand, but he spent his time in teazing the girls of her school, and she was compelled to give him up as a hopeless case. The boy of ten could not be made a mental prodigy, do what they would. The result is that the man of fifty-nine is as fresh and vigorous in body and mind as most others are at thirty-five.

When he was twelve years old, his father removed to Boston, and there Henry began to show his true powers. He learned rapidly, and was soon sent to the Mount Pleasant Institute, at

Source: James D. McCabe, "Henry Ward Beecher," in Lights and Shadows of New York Life, and 1872 Facsimile Edition (New York: Farrar, Straus and Giroux, 1970) pp. 655-657.

Amherst, from which he passed to Amherst College, where he graduated with distinction in 1834. While at Mount Pleasant, he formed the resolution of entering the ministry, and all his studies were thenceforward shaped to that end. In 1832, his father had removed to Cincinnati, to assume the presidency of the Lane Theological Seminary, and, after leaving Amherst, Henry followed him to the West, and completed his theological course at the Lane Seminary in 1836. In that year he was admitted to the ministry of the Presbyterian Church.

Immediately after his ordination, Mr. Beecher married, and accepted a call to Lawrenceburg, Indiana, on the Ohio River, twenty miles below Cincinnati. He did not stay there long, but passed to the charge of a church in Indianapolis, where he spent eight years—eight valuable years to him, for he says he learned how to preach there. In the summer of 1847, he received and accepted a call to the pastorate of Plymouth Church, in Brooklyn, which had just been founded, and on the 11th of November, 1847, he was publicly installed in the position which he has since held.

Few persons of education and taste ever come to New York without hearing the great preacher. Plymouth Church is a familiar place to them. It is located in Orange street, between Hicks and Henry streets, Brooklyn. It is a plain structure of red brick. The interior is as simple as the exterior. It is a plain, square room, with a large gallery extending entirely around it. At the upper end is a platform on which stands the pulpit—an exquisitely carved little stand of wood from the Garden of Gethsemane. In the gallery, back of the pulpit, is the organ, one of the grandest instruments in the country. The seats are arranged in semicircles. By placing chairs in the aisles, the house will seat with comfort twenty-five hundred people. The congregation usually numbers about three thousand, every available place being crowded. The upholstering is in crimson, and contrasts well with the prevailing white color of the interior.

The singing is congregational, and is magnificent. One never hears such singing outside of Plymouth Church.

The gem of the whole service, however, is the sermon; and these sermons are characteristic of the man. They come warm and fresh from his heart, and they go home to the hearer, giving him food for thought for days afterward. Mr. Beecher talks to his people of what they have been thinking of during the week, of trials that have perplexed them, and of joys which have blessed them. He takes the merchant and the clerk to task for their conduct in the walks of business, and warns them of the snares and pitfalls which lie along their paths. He strips the thin guise of honesty from the questionable transactions of Wall street, and holds them up to public scorn. His dramatic power is extraordinary. He can hardly be responsible for it, since it breaks forth almost without his will. He moves his audience to tears, or brings a mirthful smile to their lips, with a power that is irresistible. His illustrations and figures are drawn chiefly from nature, and are fresh and striking. He can startle his hearers with the terrors of the law, but he prefers to preach the gospel of love. His sermons are printed weekly in the *Plymouth Pulpit*, and are read by thousands.

His literary labors, apart from his ministerial duties, have been constant. He has published several books, has edited *The Independent* and *The Christian Union*, and has contributed regularly to the *New York Ledger* and other papers. He has been almost constantly in the lecture field, and has spoken frequently before public assemblies on the various questions of the day.

Mr. Beecher is young-looking and vigorous. He has the face of a great orator, and one that is well worth studying. He dresses plainly, with something of the farmer in his air, and lives simply. He is blessed with robust health, and, like his father, is fond of vigorous exercise. He has a fine farm on the Hudson, to which he repairs in the summer. Here he can indulge his love of nature without restraint. He is said to be a capital farmer, though he complains that he does not find the pursuit any more remunerative than does his friend, Mr. Greeley.

PART II, Plan 3 SELECTION C

BEECHER SELLING SLAVES.—Slavery since the early days of New York was the source of frequent dissensions. Slave markets had been established and abolished, and pulpit and press had never ceased to discuss this all-important subject. When in 1847 Mr. Beecher became the pastor of Plymouth Church, Brooklyn, he frankly stated that he intended to oppose slavery. The majority of the church members agreed with him, but the majority of the people of New York and Brooklyn sympathized with the Southerners, regarding slavery as a patriarchal institution that gave the people of the South leisure to develop into charming ladies and eloquent politicians. Mr. Beecher encountered bitter opposition, and was abused as a negro worshiper. He was threatened with personal violence, and a mob was formed in New York to tear down his church. Amid these excitements he conceived the idea of giving to the people who came to hear him preach an object lesson in Southern slavery. His idea was that he would sell a slave in Plymouth Church, so that everybody could see what slave dealing really meant, and might be stirred to help to pay for the liberation of some victims of the system.

The first slave auction in Plymouth Church was held on June 1, 1856. Mr. Beecher's intention had become known, and although the service did not begin until after ten o'clock, people had gathered by hundreds two hours before, until the streets on both sides of the church were literally jammed and carriages had to stop a block distant. Thousands had to turn away without gaining admission. When Mr. Beecher appeared on the platform a deathlike stillness fell upon the great audience, and after a short scriptural introduction Mr. Beecher informed the congregation that a young woman had been sold by her own father, to be sent South. "She was bought by a slave trader for twelve hundred dollars, and he has offered to give you the opportunity of purchasing her freedom. She has given her word of honor to return to Richmond if the money be not raised, and, slave though she be called, she is a woman who will keep her word. —Now, Sarah, come up here, so that all may see you."

When the young woman ascended to the pulpit and sank into a chair by Mr. Beecher's side, he assumed the look and manner of a slave auctioneer calling for bids.

"Look!" he exclaimed, "at this marketable commodity—human flesh and blood, like yourselves. You see the white blood of her father in her regular features and high, thoughtful brow. Who bids? You will have to pay extra for that white blood, because it is supposed to give intelligence. Stand up, Sarah! Now look at her trim figure and her wavy hair! How much do you bid for them? She is sound of wind and limb—I'll warrant her! Who bids?

88

Source: E. Idell Zeisloft, ed., "Beecher's Slave Auction:" in The New Metropolis 1600-1900; Memorable Events of Three Centuries from the Island of Manhattan to Greater New York at the Close of the Nineteenth Century, (New York: D. Appleton and Company, 1899), p.88.

Her feet and hands—hold them out, Sarah—are small and finely formed. What do you bid for her? She is a Christian woman—I mean a praying nigger—and that makes her more valuable, because it insures her docility and obedience to your wishes. 'Servants, obey your masters,' you know. Well, she believes in that doctrine. How much for her? Will you allow this praying woman to be sent back to Richmond to meet the fate for which her father sold her? If not, who bids?"

The impression produced by these words is indescribable. Mr. Beecher once told Mr. Robert Bonner that he could have been an actor, and his acting as auctioneer was perfect. People held their breath as he proceeded:

"Come, now! we are selling this woman, you know, and a fine specimen, too. Look at her; see for yourselves. Don't you want her? Now, then, pass the baskets and let us see."

The congregation was wrought up to the highest pitch. Women became hysterical; men were almost beside themselves. For a half hour money was heaped into the contribution boxes; women took off their jewelry, and rings, bracelets, and brooches were piled one upon the other. Men unfastened their watches, and some threw coin and bank notes upon the pulpit; and above all the confusion Mr. Beecher's powerful voice rang out:

"In the name of Christ, men and women, how much do you bid?" At this point a gentleman arose and shouted that several members would make up the deficiency whatever it might be. The wildest demonstrations of enthusiasm followed. The collection was found to be more than sufficient to purchase the freedom of Sarah, who was established in a little home of her own at Peekskill, New York. This slave auction was the most remarkable of the many that later took place in Plymouth Church, and undoubtedly was a very effective means of opening the eyes of the people to the horrors of slavery.

In the United States the slave trade was forbidden by law in 1808. For many years before that time the abolition of slavery had been favored not only by the Quakers, but by some of the leading statesmen; Franklin, Jefferson, Madison, and Jay were among the advocates of emancipation, and in the North this policy was so far carried out that by 1821 slavery had ceased to be a power in that region. The ordinances of 1787 prohibited slavery in the Northwest Territory. In the South, however, Eli Whitney's invention of the cotton-gin caused an ever-increasing demand for slave labor, and the Southern States were growing more tenacious of slavery, while the abolition sentiment was growing in the North. Finally, the question of the extension of slavery became the leading issue in national politics. When civil war followed the secession of the Southern States from the Union the expediency of the emancipation of the slaves as a war measure began to be seriously considered, and on January 1, 1863, President Lincoln issued a proclamation granting immediate and unconditional freedom to all the slaves.

SUGGESTED ACTIVITIES

ALL SUBJECTS

- Teacher reviews with the students the issues which surrounded the creation of the Central Grammar School (listed in the History). The main issue was the extent to which the state owed the common man an education at public expense. 12 13 14

ART

- Create a mural showing the life of Henry Ward Beecher and how his life was connected with the issues which surrounded the creation of the Central Grammar School. C T

- Paint a picture of Sarah, the young slave, depicted in the article, "Beecher's Slave Auction." C T

- Sculpt a model of the scene in the Plymouth Church in 1856 as described in "Beecher's Slave Auction." C T

- Do a watercolor depicting the 'Golden Door' which the inscription on the Statue of Liberty (see Foreign Language Activities) offered to the nineteenth century immigrants. C T

ENGLISH

Note: Many of the suggested activities for social studies are also applicable to the study of English. 14 15 16

- Recreate the graduation ceremony of 1881. A student should role-play, memorize and deliver his speech as it is provided. A full description of the 1881 graduation ceremony can be found in the Brooklyn Daily Eagle, March 24, 1881, page 2, col. 7. The article includes other speeches and a description of the music and setting. (Remind students who use the Brooklyn Daily Eagle, which is recorded on microfilm at the Library at Grand Army Plaza, to bring a magnifying glass because the print is minute.) Videotape the re-creation of the ceremony or the delivery of the speech. Invite other classes to listen and circulate the tape which should eventually be housed in the Library's Centennial collection. R T

After reading the 1881 speech, discuss its content and then focus upon the following:

> "I glory in the fact that in common schools of America is to be found the hope of America. There is our hope against vulgarity, against bad laws, against all forms of fanaticism, against all superstition." I

- In small groups, discuss the meaning of this passage and whether or not the same statement could be made today. The group should write a poem on the theme: "The common schools are (were) the hope of America." 12 13 14 14R 15

- Discuss the meaning of prejudice. What beliefs existed in the nineteenth century and which exist today? Do you think those which were in existence in the 1870s hindered or helped the agreement that the State had an obligation to provide 12 13 14 15R

secondary education for the common people? Have a round-table discussion on these topics. Do prejudices hinder education in general?

Read the articles "Beecher's Slave Auction" and "Henry Ward Beecher."

- Describe in a short paragraph your feelings about Beecher. Share reactions with the whole class. Ask a group to volunteer to write a short play depicting his life and beliefs. Present for videotaping. 12 13 14 15 T

- After reading the articles provided, individually prepare to 'storytell' (without written script) the life and beliefs of Henry Ward Beecher. This storytelling could be accompanied by pantomine in which several students enact the story. Share this with other classes. Videotape. R

- After reading the article, "Beecher's Slave Auction," Selection C, assume you are Sarah, the young slave whom Beecher was trying to free. Write an essay about the emotions you would have felt in the Plymouth Baptist Church that fateful morning in 1856.

- If Sarah had been able to speak to the crowds that day in the Church, what would she have said prior to their purchasing her freedom and after it was purchased. Write one of the speeches you think she would have spontaneously made. Deliver this speech to your classmates. Analyze their reactions. Videotape. T

- Carefully read the article "Beecher's Slave Auction" and discuss the use of sarcasm which Beecher skillfully employed to evoke emotion. What other public speaking skills do you think he utilized?

- Read the speech which Beecher delivered to the graduating class of 1881 from Central Grammar School. What can you infer from the speech concerning his general attitude toward women, women's rights, and women's education? Assume that you are Henry Ward Beecher and that you have come back to visit the Centennial of Boys and Girls High School. Write a speech that you think Beecher would deliver to the class of 1979.

FOREIGN LANGUAGES AND ESL

The Statue of Liberty was unveiled on October 28, 1886 only a few weeks after the Nostrand Avenue building of the Central School, which later became the permanent residence of Girls High School, was opened.

The well known inscription on the Statue had a very special meaning to the immigrants who entered the New York Harbor for the first time, many of whom settled in the still sovereign City of Brooklyn. The inscription reads:

> "Give me your tired, your poor/Your huddled masses yearning to be free,/ The wretched refuse of your teaming shore./ Send these, the homeless, tempest-tossed to me,/ I lift my lamp beside the golden door!"

- In a whole-class format, discuss why these words held a very special meaning to the new immigrants in the 1880s. Write 12-17

an essay in the language you are studying about this topic.

- Henry Ward Beecher stressed that the common schools were the hope of America. Were they also the hope of the nineteenth century immigrants? Were they, in part, one of the 'golden doors' mentioned in the Statue of Liberty's inscription? Discuss this in the language you are studying, about the role of the schools in immigrants' lives. 12 17 R T

- Design a social commentary cartoon or poster depicting immigrants, especially non-English-speaking immigrants, and their interaction in our public school system. 12 17 N T

- Visit the Statue of Liberty and discuss its significance in the 1880s as compared to its present-day significance. 12 17 T

MUSIC

Read Selections, A, B, and C.

- Design a short musical production about "Beecher's Slave Auction" in which the poignancy of the moment is captured. Videotape and house in the Library's Centennial collection. R T

- Prepare music which could accompany the dramatic reading of Beecher's speech to the 1881 graduating class of Central Grammar. Invite other classes to this production. Deliver the speech with the music. Videotape. R T

In the speech of 1881 to the graduating class, Beecher states:

"Teach music! Is not that a part of my language?"

- In a whole group, discuss what Beecher meant, and how it applied to the existing 1878 Central Grammar School course of study which specified that

"Music--Lessons and exercises in the principles of Music will be given once each week for periods not exceeding one hour."

Analyze how this specification compares with today's course of study. O

SOCIAL STUDIES

Read the brief biographical sketch (Selection B) of Henry Ward Beecher which is attached. (It should also be noted that he is the brother of Harriet Beecher Stowe.)

- Prepare assigned research reports on the Beecher family , or on Henry Ward Beecher. The research reports should be displayed in the room. 7

- Research two other famous Brooklynites, who greatly affected the shape of education in the city and who were "contemporaries" of Beecher, namely, Seth Low and William Maxwell (see page 17 of the history.) 17 18 19

Such research is key, in that it will reveal not only three famous and important Brooklyn educators, but also three men from very diverse backgrounds. Beecher was the son of a New England minister, Low was a wealthy Brooklynite, and Maxwell was an Irish immigrant.

(Suggested sources: New York Times Index (1870-1910); D. Ravitch's The Great School Wars: The Brooklyn Daily Eagle; etc.)

Present these reports to the entire class or discuss them in a panel-discussion format.

- As independent research, students will determine the names of other important Brooklynites during the last twenty-five years of the nineteenth century. Have them try to include men and women of diverse socio-economic and racial backgrounds. 17 18 19

Read the article entitled "Beecher's Slave Auction," Selection C. Discuss the fact that, in 1847, the majority of New Yorkers were not wholeheartedly convinced that the issue of slavery in the South was a matter of their concern.

- In small groups, discuss why some New Yorkers felt this way in terms of the economic and regional interests which existed in the mid-nineteenth century. Discuss how Henry Ward Beecher must have felt as the mob threatened to tear down his church.

- Write a sermon about the institution of slavery from the point of view of Henry Ward Beecher in the year 1856. Behind a lectern, role-play the delivery of this sermon, using a graduation robe for the minister's garb. The class should assume the role of parishoners in the Plymouth Church. R

- Present a play in which the information presented in the article "Beecher's Slave Auction" is dramatized. Try to create a set which would depict the interior of the Plymouth Church in 1856. Videotape this play and offer it for presentation in other classrooms, and then as part of the Library Centennial collection. Or, stage the play for one of more classes or for the entire school. However, both the videotape and the stage production should be preceded by a brief narrative in which it is explained who Henry Ward Beecher was and how he was related to the Central Grammar School (speaker at graduation ceremonies). R T

Read the speech which Beecher delivered to the Central Grammar School's graduating class in 1881, Selection A. (Note: This is a difficult passage, in part, due to the style of writing. It may be best first to read it to the class.)

- Discuss the sentence: "This is the land in which the common people are intelligent and this is the language and the object of popular education."

Discuss with the students what this quotation means in the context of the speech, and in the context of the time in which the speech was delivered. 12 17

- Discuss the following:

  "Life is not completed when a man has built his house. There are functions which belong to the human mind, and it is the business of popular education to give to every child in the community the power to develop in himself reason, moral sense and all the faculties of the soul so that when he goes out into life he is complete master of himself."

  - Write an essay about this passage, stating whether or not you believe that the business of popular education includes moral preparation for life. N

  - Discuss, in small groups, whether or not popular education has succeeded in its "business," as Beecher defined it. Present conclusions in a round-table discussion, with representative speakers selected from each group.

  - Debate the statement: "School has succeeded in its "business." (As defined here by Beecher).

- Discuss the following:

  "You have got to tread under foot that parsimonious and mean stingy spirit in the representatives of the people who are afraid that the children of the poor shall be educated too much." 12 17

  - What did Beecher mean? How was this relevant to the Central Grammar School Class of 1881?

Read the following passage aloud:

". . .no commonwealth can maintain itself which disdains the under classes, and there especially the greatest amount of zeal is to be expended. I am in favor of compulsory education simply because you have no right to fill up the community with men who are ignorant. Ignorance is a crime, under certain circumstances."

- Write an essay which elaborates upon these points and which relates the issues of Brooklyn in 1875 to 1979. The essays are to be discussed and displayed. 12 17 T

Share feelings and attitudes about private schools in the Borough. Reflect upon what Henry Beecher said to the graduating class in 1881:

"The children of the poor should be provided with better teachers than the rich can afford, and the common schools made so good that no one could afford to keep his children away from them."

-Discuss whether or not our public schools are competitive with the private schools. If so, in what ways and if not, why not? and should they be?

-Design a poster which shows how the public schools could attract students away from the private institutions. Use of symbols should be encouraged.

-Discuss why parents send their children to private schools. Should the State grant such parents tax deductions for tuition? Should such parents have to pay taxes to support the public schools? Develop a position paper on this topic.

-Write a futuristic essay about a society in which there are no private schools and only a uniform public system exists. Include how such a system would affect the quality and nature of school life.

Plan #4
Community Influences

PART II - OUR SCHOOL: THE EARLY YEARS, 1870s-1892

Questions

What was a typical day in the life of a community member? What were some nineteenth century social customs?

Understandings

- The heritage of home economics, or domestic science, is a rich one. It has not always been a part of the course of studies but its influence has always been felt in our nutritional well-being, in our appearance, and in our general health.
- Lunchtime, snacktime, recess, and school social functions are an integral part of school and community life.

Materials

Selection A - A recipe for Brownstone Front Cake (Brownstones were very popular buildings in Brooklyn in the nineteenth century, and this cake truly celebrates the "Brownstone era.")

Selection B - Two introductory notes about Victorian period's influence on cooking, and the new inventions which affected kitchen life.

Excerpts from Bullock, Helen Duprey. Recipes of Victorian America, New York: Heirloom Publishing Co. 1967.

Additional Resources

Buell, Jessie Belle, Mrs. E. G. Buell's Community Cookbook, Brooklyn, 1925.

Langdon, William Chauncy. Everyday Things in American Life, vol.2, 1776-1876. New York: Charles Scribner's Son - Scribner's & Sons, 1941 (available at N.Y.Public Library, call number IF

Smallzried, Kathleen Ann. The Everlasting Pleasure: Influences on America's Kitchens, Cooks and Cookery, from 1565 to the year 2000, New York: Appleton-Century-Crofts, Inc. (available at the N.Y.Public Library, 42nd Street, call number D-11, 3894),

Code References: Numbers indicate pages in History. Letters indicate Special Events.

PART II, Plan 4 SELECTION A

BROWNSTONE FRONT CHOCOLATE CAKE

1 cup butter
2 cups sugar
4 eggs, separated
2 ounces melted bitter chocolate
1 cup mashed potatoes
1 teaspoon vanilla
1½ cups cake flour
¼ teaspoon cinnamon
2 teaspoons baking powder
¼ teaspoon salt
½ cup milk
1 cup chopped nuts

Cream the butter and sugar. Add the egg yolks but beat after adding each yolk. Stir in the chocolate, mashed potatoes, and vanilla. Add the sifted dry ingredients alternately with milk. Add the nuts. Fold in stiffly beaten egg whites. Pour into 2 greased and floured 9-inch cake pans. Bake at 350° F. for about 30 minutes or until the cake tests done.

CARAMEL ICING

1 cup granulated sugar
2 cups brown sugar
1 cup dairy sour cream
1 tablespoon butter
1 teaspoon vanilla
½ teaspoon salt

Mix the sour cream and sugar. Cook slowly until the sugar is dissolved. Boil gently until it reaches the soft boil stage or about 238° F. on a candy thermometer. Remove from the heat. Add the vanilla and butter. Beat until the mixture is of spreading consistency. Spread between and on top of cake. Sprinkle with chopped nuts if desired.

Facsimile of a drawing of a table setting and description of a summer lunch for 8 people (ca. 1883)

Source: Helen Duprey Bullock, Recipes of Victorian America, (New York: Heirloom Publishing Co., 1967).

PART II, Plan 4 SELECTION B

INTRODUCTION

ONE OVERPOWERING PERSONALITY so dominated two thirds of the 19th century that it gave name to the period and became a way of life. Queen Victoria's was a vigorous, sententious, unquenchable era.

At the beginning of it when her name stood for the indomitability of the family, the open hearth was still the favored stage on which the immemorial rites of cookery were performed. At its close housewives were learning to cook with gas. But the dishes presented in this book were prepared, for the most part, on an iron range, a gimcrack patented just before Victoria ascended the throne. And in 1884, when the range had its unmarked jubilee, the *Boston Cook Book* thus described it: "All stoves have a fire-box, with more or less space underneath for ashes; a slide damper under the fire, letting in the air; an outlet for the smoke; and a damper which regulates the supply of hot air, sending it around and underneath the oven, or letting it escape into the chimney." There is an air here of matter-of-factness, an absence of romanticism, that may perhaps just describe Victorianism.

This, along with hints on the care of the icebox and the iron sink (two other vanished phenomena) and notes on the Dover eggbeater and the new can opener, may seem as relevant today as a do-it-yourself manual for blacksmiths. But actually they signified that mechanization had reached the woman's world, that grocers stocked ready-to-eat and possible-to-keep vegetables and meats for the first time, that the tyranny of the seasons had been breached.

The cook books and the cooks were also a new breed. The old favorite "housekeepers' friend" and "receipt book" continued to be printed, but experts began to supplement the exhortations of the uplifters with solid, well organized information on how to run a house. At the beginning of this period, Mrs. Cornelius announced in the preface to *The Young Housekeeper's Friend:* "My aim has been to furnish to young housekeepers the best aid that a book can give . . . and to prevent very many of the perplexities which most young people suffer during the first years of married life. The receipts . . . are furnished from my own experience, or that of my immediate friends." About 40 years later, Mrs. Mary J. Lincoln, who acknowledged her debt to the previous compiler and others (in itself a change from the prevailing larceny), wrote in *The Boston Cook Book:* ". . . popular opinion now decides that no young lady's education is complete without a course of training in one or more branches of domestic work. And those who are not so fortunate as to have the best of all training—that of actual work under a wise and competent mother—gladly resort to the cooking-schools for instruction."

The "cooking-schools," like the range and the ice-box, proved to be ephemeral. Catharine Beecher and other serious manual writers in the earlier part of the era provided the approach that would lead Juliet Corson to open a training school for women in New York in 1874. The Boston Cooking School (of which Mrs. Lincoln, cited above, was first principal) opened five years later, followed by Mrs. Sara Tyson Rorer's Philadelphia institution. The Boston school (espe-

Source: Helen Duprey Bullock, Recipes of Victorian America, (New York: Heirloom Publishing Co., 1967), Introduction.

cially under Fanny Farmer) became famous, but the future of academic cookery lay in the state colleges of agriculture. In 1890 a School of Domestic Science was formed at the University of Illinois. (An account of this development, and of almost anything relating to cookery, can be found in *The Everlasting Pleasure*, by Kathleen Ann Smallzried.) A legacy of the Victorian American period was the determination that, if the kitchen is to be woman's laboratory, she should be adequately trained to work therein.

Ironically, it turned out that the most celebrated practitioners of cookery would not be women, but the male chefs. The United States, also, was to have its Escoffier and Brillat-Savarin. The era closed with the publication of *The Table*, by Alexander Filippini, longtime chef for the House of Delmonico, and *The Cook Book by "Oscar" of the Waldorf*. Its authors had served the gourmets of 19th century America with dishes fit for a queen (though scarcely one as abstemious as Victoria,) and richly deserved the laurels that crowned them the kings of cookery.

VINCENT PRICE

A SAMPLER OF RECIPES OF VICTORIAN AMERICA

THIS OFFERING OF RECIPES in the National Treasury series is neither a primer nor an encyclopedia of American cookery. It is rather a sampler of treasures from the past. Time tested and handed down for generations before they ever became embalmed between the pages of a printed book and reduced to chemical formulas, these recipes are traditional in certain areas and periods, and with groups of different foreign origin. Omissions, beverages for instance, are conspicuous but deliberate. A good many years ago the mixing of alcoholic beverages was basically a bartender's art as described by Charles Dickens in 1842 during his stay in a Boston hotel:

> The bar is a large room with a stone floor, and there people stand and smoke, and lounge about, all the evening, dropping in and dropping out as the humour takes them. There, too, the stranger is initiated into the mysteries of Gin-sling, Cocktail, Stingaree, Mint Julep, Sherry-Cobbler, Timber Doodle and other rare drinks.

This was the period of the Gilded Age, The Four Hundred, when the chefs of the villas of Newport had chefs, and dinners might include as many as 27 courses with appropriate wines. The recipes give a clue to this era of elegance, and include such solid bourgeois favorites as Brownstone Front Cake, which bears a remarkable resemblance to its architectural prototype then in high fashion.

Each recipe has been kitchen-tested with modern quantities but faithfully chosen ingredients. Shortenings are the basic butter, lard and oils of the period. Cake yeast is specified, but frozen or canned foods which would be unavailable otherwise in certain areas or seasons are noted.

H. D. B.

SUGGESTED ACTIVITIES

ART

- Map the "Brownstone" buildings in the neighborhood of the school. I

- Sketch a neighborhood block where the houses are representative of the "brownstones" of the late century. Study the architecture. Examine the buildings' designs for characteristic patterns, forms, etc. Construct a replica. Research when they were built. 12 C T

HOME ECONOMICS

- Plan a party for your class or for a club. The theme will be Victorian. Dress Victorian. Set a Victorian table. Cook and serve a meal, with the Brownstone Front Chocolate Cake for dessert. 12 Q C

- Research (Smallzried's book is recommended) what a Victorian kitchen was like. Try to cook a meal using the limited utensils a Victorian mother would have had.

- Write to known former students and ask them to submit their favorite schoolday recipes. Put together a cookbook. Plan a social function inviting former students back for a Centennial Feast. B C T

- Individually, interview relatives and elderly people in the community. Ask them what culinary social customs they remember from their youth. Complete the results and revive the traditions. B C Q
  - Have a taffy-pull
  - Invite the P.T.A. to a box supper and wrap it in fancy paper and tie with a bow! Anonymously, the boxes are left with an auctioneer at the door. The auctioneer puts them up for bid and the gentlemen bid for the box they want. The cook then eats dinner with the man who paid for her box-supper.) This is perhaps a bit of a sexist tradition, but it is fun and a wonderful way to meet people! C Q

MATHEMATICS

- Individually, convert the Brownstone Chocolate Cake recipe into a metric recipe. Ask the Home Economics Department to invite your class to a social function where the metric recipe will be put to good use! C Q

SOCIAL STUDIES

- Read the passage on the impact of Queen Victoria on the culinary dimensions of life. Do a biographical report on the famous monarch and her influence on nineteenth-century America. T

Plan #5
School Life

PART II OUR SCHOOL: THE EARLY YEARS, 1876-1892

Questions — What was the Central Grammar School course of study in 1878? What was its sequence? What was the course of study for the highest level in the general grammar school system which prepared one for study at Central Grammar?

Understandings
- A course of study reflects society at a particular time.
- The course of study at Central Grammar School, and later Boys and Girls High School, has changed to meet society's needs.

Materials*

Selection A - A copy of the course of study for the Central Grammar School prepared by the Board of Education on April 16, 1878. (Note: First and Second Division are contained. First Division is the more advanced classes.)

Selection B - A statement of who is eligible to enter the Central Grammar School in 1878.

Selection C - The course of study and instructions in method for the First Section (highest level) of the general grammar school system in Brooklyn in 1878. Students who passed this level successfully were eligible to enter Central Grammar School.

Code References — Numbers indicate pages in History. Letters indicate Special Events.

*Contained in New Course of Study for the Public Schools of the City of Brooklyn, referred to the Committee on Studies, January 4, 1876, and adopted by the Board of Education, April 16, 1878. Booklet available in Boys and Girls High School archives.
Copies of course of study also included in Superintendent's Annual Report for 1878.

Course of Study for the Central Grammar School.

SECOND DIVISION.

1. Reading.—One reading exercise each week shall be required of the minuter details of Astronomical Science from the text-book, one in reading the portions of English and French history omitted from recitation, and one shall consist of selections from one of the exercise books designated for use in the school.

Instruction shall be given in the rules of rhetoric, cadence, and modulation by a teacher of elocution.

2. Writing.—One exercise each week must be had in practising the copying of business forms; one shall consist of a synopsis of the lessons of the previous week in History, Astronomy, or Philosophy, and one shall be an essay on subjects allotted by the teacher or selected by the pupil.

The last exercise in composition may be performed by the pupil at other times than in school hour.

3. Algebra.—Instruction shall be given three times a week in that part of the elements of Algebra included in simple to quadratic equations.

4. Geometry.—The definitions, problems, and theorems of the first two books of an elementary treatise of Geometry will be studied.

5. Etymology.—Recitations of lessons in the etymology of Latin and Greek roots and derivatives will be required three times each week.

The pupil should be required to review the Latin and Greek prefixes and suffixes, and the teacher must ascer

Source: New Course of Study for the Public Schools of the City of Brooklyn, referred to the Committee on Studies, January 4, 1876 and adopted by the Board of Education, April 16, 1878 (Brooklyn, 1878), pp. 95-99.

if the review is thorough by critical examination at least once in two weeks.

6. Natural Philosophy.—The pupil will be required to possess an accurate knowledge of the properties of matter, the fundamental laws of matter—application of fundamental laws to the three physical forms of matter; the laws of motion and their application; modes of vibration, nature of light and the laws of its transmission and the sources and nature of heat, together with a knowledge of the general principles of Electricity and Magnetism.

All the omitted portions of the text book, especially those relating to Electricity and Magnetism, should be carefully and repeatedly read, and form the reading exercise of the day once in each week.

Recitation will be required twice each week from the text-books, and an additional exercise will consist of an examination by the teacher into the pupils' comprehension of the topics of the weekly lecture.

7. Modern History.—Recitations of lessons from the History of England and France will be required from the pupils twice each week.

One exercise additional shall consist of written digests of the weekly lecture.

The teacher shall direct the reading of such number of history papers by the pupils as the time allotted to the exercise will permit.

8. Government of United States.—Two exercises each week shall be required from the pupils of the Second Section in the most important principles of the Constitution of the United States.

The names and periods of office of the members of the Executive, Legislative, and Judicial Departments of the Federal and State Governments, with the duties, powers modes of election of each; and the respective powers

of the Federal and State governments will form a prominent part of the instruction.

9. ASTRONOMY.—The details of Astronomical Science relating to the solar system and general outlines relating to the stars will form the subjects of two recitations in each week for the pupils of the Second Section.

An additional exercise will consist of an oral examination of the pupils regarding the subjects of the weekly lecture upon Astronomy.

10. Lectures will be given weekly upon History, the Science of Astronomy, and Natural Philosophy, and an exercise in Elocution.

All the pupils of the Section will be required to attend these lectures, and it will be the duty of the teachers of the several classes in these studies to examine into the retention and comprehension of their subjects by their pupils.

11. DRAWING.—Instruction in the principles of Linear and Perspective, and Practice in Mechanical Drawing, will be given for one hour each week.

12. MUSIC.—Lessons and exercises in the principles of Music will be given once each week for periods not exceeding one hour.

FIRST DIVISION.

1. READING.—All the pupils of this Section will be required to read aloud in succession the subjects of their study, especially of those portions which are omitted from recitation.

The treatise on Ancient History, the text-book of Physiology and that of the Constitution of the United States will each form the subject of one reading lesson in each week.

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2. GRAMMAR AND COMPOSITION.—One exercise each week shall consist of analysis and parsing of English Poetry.

Exercises in paraphrasing the relation of incidents selected from the treatise on Ancient History, shall be required once in two weeks.

3. RHETORIC.—The rules and practice of Rhetoric and instruction in Training the Voice shall be the subject of two lessons each week.

4. CHEMISTRY.—The subjects of instruction in this science will be the fundamental principles of Chemistry, Chemical Physics, Chemical Forces, Laws, Language, and Inorganic Chemistry, together with the densities, properties, and combinations of the principal Metals and Alkalies.

A fair comprehension of the nomenclature and combining proportions of the principal elements will be required, and of the general chemical effects of light, heat, and electricity.

Particular attention should be given to the chemical changes involved in digestion, respiration, and muscular action; the analysis of the principal articles of food, of the atmosphere, and the component parts of the animal system.

Three exercises every week will be required in this study, one of which shall consist of an examination by the teacher into the pupils' knowledge of the subject of the lectures.

5. PHYSIOLOGY.—Instruction in Physiology shall be given three times every week, which shall include the definition of terms, the relative positions and functions of all the parts of the human system, including the articulation of the human skeleton.

The principles of practical hygiene, as affecting the construction of dwellings; the selection and preparation of food; the relations of food, sites of dwellings, and climate, to health; the laws of ventilation, and the antidotes for common poisons, shall receive particular attention.

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6. GEOMETRY.—The study of Geometry in this section shall be pursued to and including the sixth book of the treatise in use. Instruction shall be given in the application of Abstract Geometry to Mensuration and Mechanics. Exercises in this study will be required three times each week.

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7. TRIGONOMETRY AND MENSURATION.—Instruction shall be given three days in each week in the rules and practise of plane and spherical Trigonometry, the use of tables of logarithms, sines and tangents, and in the practical application of the formulas of Mensuration to the common requirements of mechanical industry.

8. ANCIENT HISTORY.—Recitations of lessons from the History of Greece and Rome will be required twice each week from the first section. All the pupils of the first division will be required to attend the weekly lecture on Ancient History and to furnish a synopsis of it. One of the exercises allotted each week to this study shall consist of reading of these papers by such pupils of the class as are selected by the teacher.

9. DRAWING.—The instruction in Drawing for this section shall be principally confined to Mechanical and Architectural Drawing, with especial reference to its practice in industrial employment.

10. BOOK-KEEPING.—The rules and practise of Book-keeping by Double Entry shall be taught twice in each week to all the boys of the section, and such of the girls as may desire instruction in the study.

LECTURES will be given weekly upon History, Chemistry, Physiology and Astronomy, and such other subjects as may be determined by the Board.

All the pupils of the first section will be required to attend these lectures, and to write digests of their subjects.

PART II, Plan 5

SELECTION B

GRADUATION.

1. The periods of graduation from the Public Grammar Schools shall occur semi-annually, in the last week of January and of June in each year. The examinations for graduations at either of these periods shall be identical in studies and questions for all the classes of the First Grammar Grade, and shall be conducted by the Superintendent in the same manner as the examinations for teachers' licenses.

2. The satisfactory completion of the Course of Study for the First Grammar Grade shall entitle the pupil to a Diploma of Graduation from the Grammar Schools, and the possession of such Diploma shall entitle the graduate to admission to the Central Grammar School at any time within six months from its date without further examination.

Source: New Course of Study for the Public Schools of the City of Brooklyn, referred to the Committee on Studies, January 4, 1876 and adopted by the Board of Education, April 16, 1878 (Brooklyn, 1878), p. 93.

FIRST GRADE.

FIRST SECTION.

1. READING.—Exercises of thirty minutes each in reading selections from the highest book of the series authorized by the Board, or from the text-book of English History, will be required at least four times each week.

The reading exercises should be selected in alternate weeks from one of the books indicated, and continue through each week, to be taken from the same source.

2. ETYMOLOGY.—The study of Latin Roots and Derivatives will be continued from the preceding section, with the same number of exercises in each week.

3. ASTRONOMY.—The elements of Astronomy, including the number, order, size, and periodic times of the planets; the phenomena connected with the moon, such as tides, revolution, attraction, and the general details of science, relating to the solar system, to be taught and illustrated three times each week, in lessons of half an hour each.

4. ALGEBRA.—The study of Algebra will be continued to and including simple Equations, with lessons three times every week, of thirty-five minutes each.

5. PENMANSHIP.—The exercises in Penmanship will be of the same character as those prescribed for the Second Section of this grade, and practice in them will be required three times each week for periods of forty-five minutes each.

6. ARITHMETIC.—Exercises in review of the principal rules of Arithmetic, particularly of Interest and Analysis, with examples for practice, will be required three times each week.

7. GRAMMAR.—Exercises in analysis of poetry, and in parsing of difficult and obscure sentences, to be practised twice each week.

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(This is the course of study for the highest level of general grammar grades which had to be completed successfully before entering Central Grammar School.)

8. COMPOSITION.—Instruction will be given in the peculiar styles of the celebrated authors, from whose writings selections are to be found in the reading books. Essays will be required to be written by the pupils, once each week, upon subjects selected by them, or those allotted by the teacher.

9. BOOK-KEEPING.—Book-Keeping by Double Entry will be taught to boys, and to such girls of the class as desire instruction in that study, three times each week, during the hours allotted to Penmanship.

10. DRAWING.—Instruction in Mechanical and Architectural Drawing, and in design, will be given twice each week.

11. GOVERNMENT.—Three exercises each week will be required on the general principles of the Constitution of the United States.

12. NATURAL PHILOSOPHY.—The elementary principles of Natural Philosophy, as comprised in the lowest book of the series adopted by the Board, will form the subjects of three lessons in each week.

13. HISTORY.—A systematic review of the History of the Discovery and Early Settlements of America; the History of the Colonies; the principal events of the Revolution; the second War with Great Britain: the Mexican and Civil Wars; and the important events of the different Presidential Administrations, will form the subjects of instruction and recitation.

Recitation three times each week.

INSTRUCTIONS.

1. This grade, which has hitherto been considered as only preparatory to the academic course, must now be understood as fully completing the curriculum of the grammar schools, and be

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made as complete in its scholarship and as thorough as though no higher education was obtainable in the public schools.

Its range of scholarship is but little higher than the course formerly stipulated for the first grammar grade, and in those studies which have been added, the requirements are only of the most elementary character.

In algebra, astronomy, etymology, and natural philosophy, the demands involve little more scholarship than a glossary of terms used in these studies, and a few fundamental principles.

To those who are not to pursue their education in higher schools, this limited amount of instruction in these branches will not be without essential benefit, as it will enable them to increase their knowledge of them by study after leaving school.

To pupils who continue their studies in other schools, the knowledge of the language of science and mathematics will give them great advantages in pursuing them to a higher plane.

3. To a very large proportion of the pupils, the instruction bestowed in this grade will be the last with which fortune or convenience will favor them.

The labor of the teacher should therefore be earnestly directed to rendering her instruction as thorough and effective as possible.

Especially in the practical and business operations of life, her instructions should tend to furnish facilities and give the pupils readiness and correctness.

For this purpose the attention of the teacher is particularly called to the directions in the text, for utilizing her instructions in arithmetic and penmanship, so as to familiarize her pupils with mercantile and commercial forms—book-keeping, mensuration of surfaces and solids, etc.

3. Frequent examples, involving the formulas for calculating areas, finding the contents of solids, measuring heights, etc., should be given.

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The simple formulas for solving such problems, including the use of the decimal numbers which are mathematical ratios, should be learned and explained.

Especial attention should be given to the practice of calculating interest with and without bank discount, and of insurance at different rates of premium.

The pupil's attention should be called to the distinctive features of bank discount, compound interest, and interest with partial payments, by examples similar to the following:

"What is the amount of difference in profit or loss between borrowing $1,200 for 4 months, at 7 per cent., simple interest, and the discounting of my note at a bank for the same amount at the same rate and time?"

"If I borrow $1,200 for three years, at 7 per cent., simple interest, and the same sum at the same rate and time, with the condition that the interest is to be added to the principal every six months, what will be the difference in amount of interest paid on the two loans?"

The teacher should assure herself that the principles of calculating interest with partial payments are thoroughly comprehended and familiar.

Frequent examples requiring their practice should be given, and such problems as are directed to be wrought at home, should be sufficiently of this class to insure ease of performance.

Teachers should avoid giving complicated problems, or those whose solution requires a tedious or lengthy process, as the time allotted for instruction is too brief for single protracted efforts.

4. The reading exercises should be of a more rhetorical and diversified character than has been indicated in the previous grades, particular attention being paid to correct emphasis, inflections, key and pitch of voice, and correct pronunciation of words.

The teacher should particularly reprehend and prohibit affected tones, or pretentious attempts that are strained and unnatural.

Nothing is more painful to a trained and fastidious ear, or more distasteful to even moderately-educated ones.

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There are few accomplishments that afford so much pleasure as the power of clearly and tastefully expressing, in agreeable tones, the printed thoughts of an author who has written something worth repeating.

Select for exercises in reading, narrative, didactic, or descriptive pieces by good authors, and occasional poems by great ones; but avoid the feebly-dramatic and drearily-humorous inanities which so often afflict pupils in their reading books.

Correct that hurried vocalization which induces shortened, gasping tones in reading, and induce pupils to dwell on words or sentences whose sentiment demands weight of tone.

Show the importance of deliberation and perfect vocal control in reading, and how the value of important words is affected by the stress of voice or volume of sound in which they are uttered.

In the attempt to exhibit their comprehension of the subject of the reading exercises, pupils frequently exaggerate the tone or expression required, until it borders on the absurd.

What is called reading with feeling, not unseldom degenerates into affected mannerisms that are repulsive to good taste.

The medium tones are capable of great elasticity and range; and for the mass of readers are the only safe modes of expression of sentiment and meaning.

The distinction in accentuation of syllables between poetry and prose should be carefully noted, and the errors which its extreme observance sometimes produces in reading poetry with a singing tone should be carefully corrected and avoided.

The desire for rendering the meaning and sentiment of the author in a conspicuous manner frequently induces pupils to read poetry, and especially blank verse, without regard to the half pauses at the termination of the lines.

5. History which has been learned in the preceding grades, by studying its prominent incidents, should now be taught so as to enable the pupil to comprehend the causes of great historical changes, to group events which form epochs, to analyze the characters of the principal actors, and to give brief biographical sketches of them.

To accomplish the best results in this course, the teacher should allot, as a review lesson, some distinct portion of history forming a nearly complete epoch, or series of events, as follows: "Review the principal occurrences of King Phillip's War, with the causes which led to it, the character of the persons most remarkable for participation in it, and give brief biographical sketches of them."

The era of discovery, with biographical sketches of eminent navigators and explorers, the era of original settlements, the era of colonization, the principal events in the colonial history of a State, the Indian wars of a colony, the characteristic features of the government, proprietorship and charter of a colony, may form some of the numerous groups for review exercises which should be allotted by the teacher.

6. The requirements of study in this section of the First Grade, will not occupy for recitation and tuition the entire period available for these purposes.

The attention of the teacher should therefore be given, during some portion of each week, to brief reviews of studies omitted from the course.

The rules and formulas of Grammar and Orthography, exercises in Dictation, the more important details of Physical and Political Geography, or the rules for practice in Arithmetic, should form the subject of reviews as often as twice in each week.

7. The weekly allotment of time to the several studies may be summarized as follows:

1. Reading, 4 times, 30 minutes each—2 hours.
2. Etymology, 3 times, 20 minutes each—1 hour.
3. Astronomy, 3 times, 30 minutes each—1½ hours.
4. Algebra, 3 times, 35 minutes each—1¾ hours.
5. Penmanship and Bookkeeping, 3 times, 45 minutes each—2¼ hours.
6. Arithmetic, 3 times, 40 minutes each—2 hours.
7. Grammar, twice, 30 minutes each—1 hour.
8. Composition, once, 45 minutes—¾ of an hour.
9. Drawing, twice, 30 minutes each—1 hour.
10. Government, 3 times, 25 minutes each—1¼ hours.
11. Natural Philosophy, 3 times, 30 minutes each—1½ hours.
12. History of U. S., 3 times, 30 minutes each—1½ hours.

Reviews, twice, 30 minutes each—1 hour.

PART II, Plan 5 SELECTION C (Cont'd)

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It will be observed that the entire length of time required to fulfil the demands of the grade course for a week will not exceed eighteen and one-half of the twenty-five school hours.

As only six of the twelve exercises are subjects of recitation, the length of time necessary to be appropriated to them will not exceed seven hours in each week.

The requirements for study, therefore, will not be burdensome, as they will need but little more than an hour and a half each day for their performance.

8. The instructions in drawing for this grade, in addition to those prescribed in the text of the course, may, if found practicable, include practice in free-hand drawing, from the highest book of the series, and geometrical problems.

Source: New Course of Study for the Public Schools of the City of Brooklyn, referred to the Committee on Studies, January 4, 1876 and adopted by the Board of Education, April 16, 1878 (Brooklyn, 1878), pp. 86 - 92.

SUGGESTED ACTIVITIES

ALL SUBJECTS

- Examine the content descriptions in each subject area in the courses of study. Compare these with the emphasis on what is studied today. 12 13 16

- Use the "Re-creation of a Nineteenth Century Classroom" facility which is to be housed in the school. Teach a class in your subject area in this room using old methods, rules, and limited materials. Note: Remember silence was a general rule for all students except when a professor, as teachers were called, spoke to the students. Courtesy was strictly encouraged, and, customarily, women were allowed to enter and leave the room first. Discipline varied — ranging from 'moral suasion' to corporal punishment (don't re-create that!!!) to forms of embarrassment, dunce caps and stools, standing in peculiar positions, standing for a length of time, writing repetitive sentences. L U

  - Students should agree before they enter the room that they will abide by the reasonable rules of the past. Make sure the class has researched and discussed exactly what these rules will be. Students should take turns role-playing "teacher." Videotape these sessions. L U

  - Afterwards, ask the students to discuss how they felt in the structured physical setting. Write an essay about how they felt. Analyze in the essay not only the setting, but also the methods of instruction, the expected behaviors, and the content of the lesson. Share these perceptions/emotions with classmates. L U T

  - Observe the videotape. Analyze in retrospect the feelings that were produced when students 'played' teacher.

  - Prepare a form of graphic display which exhibits the students' experience in the re-creation of a nineteenth century classroom. 16 N T

BUSINESS

The course of study for the Central Grammar School in 1878 specifies that: 12 13 14 15

> "Bookkeeping--The rules and practice of Bookkeeping by Double Entry shall be taught twice in each week to all the boys of the section, and such girls as may desire instruction in the study."

- In a whole-class format, discuss the term Double Entry and why the course was offered primarily for boys?

- Demonstrate Double Entry bookkeeping.

- In the Evening High School which was housed in the same building as the Central Grammar School, the course of study included 'phonography' which was a system of 12 13 14 15

shorthand based on sound. Ask the students to discuss the root of the word 'phonography.'

In an account in the Brooklyn Daily Eagle, Oct. 2, 1878, the phonography method of instruction was described: 16

> "In the first room at the left at the head of the stairway was a large writing class. On the other hand, Professor Ellerwood was instructing an advanced class in phonography, using the reporting style; that is, he read aloud or dictated and they took down the words in shorthand. In the second hour, when the class of beginners or those not so far advanced occupied the room, the class was very much larger. Instruction was given orally and by the use of the chart and blackboard. Graham's system and textbook is used."

- The students should compare present methods with old methods of teaching shorthand to beginning and advanced students.

FINE ARTS

- Design a mobile which would show either graphically or symbolically the scope of the two courses of study shown (or just select one). 12 13 14 16 T

- Prepare a colorful poster which celebrates the Centennial. Display the posters in various areas around the school and community. B T

HOME ECONOMICS

- There was no class which dealt with home economics directly in the course of study in 1878. Discuss why. 16

INDUSTRIAL ARTS

- Industrial Arts was not included in the curriculum in 1878. Ask the students to speculate why this was so. Examine the status of industry itself in 1878. 16

- Assist in the planning of the design for the special project, "The Re-Creation of a Nineteenth Century Classroom." Refinish any furniture in such need. Assist in its installation and of the fixtures. L

MATHEMATICS

- On page 91 there is a statement of the weekly allotment of time allocated to each of the subject areas. Determine the total amount of time spent on instruction during the week. Determine the percentage of the time which is spent on each subject on a bar graph. As a class, do a large chart of this graph and display it either in the Centennial area of your room or in a hallway display case. 16 T M

PHYSICAL EDUCATION

Physical education was not a subject in the course of study in 1878. Discuss in small groups why it probably was not, but also discuss why in 1891 ., the Superintendent of Schools 16

in Brooklyn said that a school without a gymnasium was an anachronism.

SCIENCE

- What we commonly think of today as physics was called Natural Philosophy in 1878. Why was it changed? 16 W
- Discuss the meaning and use of the term physics. W
- Devise a 'label' or title which might be even more appropriate for this branch of science today than the term 'physics.' W

SOCIAL STUDIES

- Compare the course of study for 1878 for the First level Grammar Grade (pp. 86-92) with our present-day system. What would be a comparable grade level for such studies today? 16
- Discuss the range of the studies. Is it greater or less than the range of our studies today? Are there subjects included in this course of study which you think should be included in our system's course of study today? 16
- Which jobs would such a course of study prepare one for? Which were in demand in Brooklyn in 1878? Discuss. 16
- Prepare a chart which shows the range of the course of study for the first grade of the Grammar Schools. 16 T

Note: Repeat these activities for the Central Grammar Course of Studies (pp. 95-99).

- Design a cartoon depicting the student of 1878 who labored through such a course of study. Exhibit this cartoon in your classroom Centennial Display. 12 13 14 16 T

Plan #6
School Life

PART II OUR SCHOOL: THE EARLY YEARS, 1986-1892

Question

What were the characteristics of the student body attending the Central Grammar School in 1878-79?

Understandings

- Statistical information can be useful in describing certain characteristics of a school population. However, it can describe only certain dimensions of the population, and thus does not give a total picture of the school and its students.

- Students and teachers come to schools with a diversity of needs, talents, and interests. It is important to examine all available data in a study of a school.

Materials

Selection A - Superintendent's Report for the year ending December 31, 1878, pp. 30 and 31.
Statistical tables No.1 through No. 6, pp. 12 - 17.

Selection B - Superintendent's Annual Report for the year ending December 31, 1879, pp. 24, 25, and 126. (Data on Central Grammar School and the Evening High School)

Additional Resources

School Reports, Brooklyn: Bound books containing the yearly reports of the Superintendent of Public Instruction in the City of Brooklyn for the last half of the nineteenth century.
Available at the Brooklyn Public Library, Grand Army Plaza, and at the New York Public Library.

Code References

Numbers indicate pages in History.
Letters indicate Special Events.

PART II, Plan 6 SELECTION A

Teachers and Pupils.

DETAILED STATEMENTS BY SCHOOLS.

CENTRAL GRAMMAR SCHOOL.

House.—Court Street, corner of Livingston Street.

Local Committee.—Messrs. Cole, Carroll, Dutcher, Forman, Culyer, Maujer, Scharmann.

	Gram. Grades. Boys.	Gram. Grades. Girls.	Prim. Grades. Boys.	Prim. Grades. Girls.	Totals.
1. Pupils on Register Jan. 1, 1878,	...	...	...	...	...
2. Pupils admitted during the year—*exclusive of Re-admissions*,	113	528	...	...	641
3. Different Pupils instructed,	113	528	...	...	641
4. Re-admissions,	4	20	...	...	24
5. Pupils admitted—*including Re-admissions*,	117	548	...	...	665
6. Total Enrollment,	117	548	...	...	665
7. Pupils promoted to 6th Gram. Grade,	...	...	...	...	...
8. Pupils discharged during the year,	22	92	...	...	114
9. Pupils on Register Dec. 31, 1878,	95	456	...	...	551
10. Average Daily Register,	102	489	...	...	591
11. Average Daily Attendance,	98	470	...	...	568
12. Per cent of Attendance on Average Register,					96
13. " " Different Pupils,					89
14. " " Total Enrollment,					86
15. Whole number of Sittings,					648
16. Extra Seats,					87
17. Whole No. of *different* Teachers during the year,					16
18. Number of Teachers in the School Dec. 31, 1878,					16

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Central Grammar School.

R. F. Leighton, *Principal.*

TEACHERS.

Sarah E. Scott,	History.
Harriet A. Dennison,	History.
Evelyn M. Boyden,	History.
Sarah L. Stilson,	Composition.
Elizabeth C. Shepley,	Rhetoric.
Anna L. Mumford,	Rhetoric and Algebra.
H. A. Northup,	Algebra.
Mary Davenport,	Algebra.
Ellen A. Spencer,	Algebra.
C. F. Sheville,	Philosophy.
Augusta L. Mulford,	Philosophy.
Elizabeth M. Phillips,	Philosophy.
M. Louise Rice,	Physiology.
E. W. Robb,	Physiology.
Isabella D. Godding,	Physiology.
Elizabeth Tuttle,	Preparatory Class (temporary).

CLASSES.

First Division.

No. of Room.	Sex of Class.	No. of Room.	Sex of Class.	No. of Room.	Sex of Class.
1	Girls.	6	Girls.	2	Boys.
9	Girls.	7	Girls.		

Second Division.

No. of Room.	Sex of Class.	No. of Room.	Sex of Class.	No. of Room.	Sex of Class.
8	Girls.	13	Girls.	3	Boys.
10	Girls.	14	Girls.	5	Boys.
11	Girls.	15	Girls.		
12	Girls.	16	Girls.		

Preparatory Class.

No. of Room.	Sex of Class.
4	Mixed.

J. Chadwick, *Janitor.*

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Source: Superintendent's Annual Report for the Year Ending December 31, 1878 (Brooklyn: Board of Education, 1879), pp. 30 to 31.

PART II, Plan 6 SELECTION A (Cont'd)

TABLE 1

School No.	Av'ge Daily Register for the Year. Gr. G. Boys.	Gr. G. Girls.	Pr. G. Boys.	Pr. G. Girls.	Totals.	Average Daily Attendance. Gr. G. Boys.	Gr. G. Girls.	Pr. G. Boys.	Pr. G. Girls.	Totals.	Aggregate Number of Days Attendance of all Pupils.	Number of Days School has Actually Been in Session.	No. of Sittings. Regular.	Extra Sents.	Whole Number of Sittings.	Whole No. Teachers Now Employed.	No. of such Teachers who have Certificates.	No. of such Teachers who have no Cert's.	Whole No. of different Teachers during Year
Cen. Gr. Sch.	102	489	....	....	591	98	470	....	....	568	70,759	70	648	87	735	17	17	..	
1	206	351	329	338	1224	189	329	304	308	1130	233,876	207	1250	...	1250	29	29	....	
2	130	108	324	277	839	134	94	277	266	771	146,931	201	1339	...	1339	19	19	....	
3	284	229	530	473	1516	246	209	471	431	1459	299,255	205	1664	....	1664	38	38	....	
4	292	329	445	435	1491	260	297	394	374	1315	271,016	206	1554	....	1554	31	31	....	
5	230	239	428	419	1320	217	223	309	305	1174	240,670	205	1466	16	1504	30	30	....	
6	203	191	443	301	1138	194	182	423	343	1142	238,252	206	1311	...	1311	29	29	....	
7	151	133	274	258	817	143	141	245	224	753	151,185	206	900	....	900	23	23	....	
8	94	112	232	177	615	88	103	246	165	604	118,085	206	710	200	910	14	14	....	
9	252	290	478	431	1451	228	265	453	395	1341	272,197	206	1450	..	1450	30	30	....	
10	302	292	459	362	1405	280	257	391	321	1249	257,294	206	1406	....	1406	29	29	....	
11	356	430	302	250	1372	325	389	272	260	1246	250,146	201	1230	....	1230	25	25	....	
12	238	200	436	404	1368	225	172	389	367	1255	256,507	206	1403	185	1588	30	30	....	
13	318	445	502	527	1872	294	411	505	470	1701	347,449	206	1750	150	1900	44	44	....	
14	219	307	465	387	1378	203	190	432	354	1179	240,516	204	1316	....	1316	28	28	....	
15	411	512	715	993	2631	398	499	663	615	2184	444,751	206	2170	109	2279	45	45	....	
16	441	518	501	499	1959	400	408	429	423	1718	353,871	206	1850	102	1952	34	34	....	
17	374	291	398	381	1324	352	276	389	254	1271	248,316	206	1409	..	1409	31	31	....	
18	366	382	540	591	1979	345	355	502	555	1757	357,822	206	1780	....	1780	34	34	....	
19	303	394	460	414	1561	273	340	408	370	1390	281,196	207	2028	....	2028	36	36	....	
20	....	....	282	238	520	....	....	241	199	440	90,255	205	995	67	1062	11	11	....	
21	72	45	353	494	1184	65	38	475	414	992	184,853	197	1070	....	1070	24	24	....	
22	180	167	384	307	1038	151	157	332	323	963	190,465	206	1045	....	1045	24	24	....	
23	291	423	736	648	2098	250	287	695	569	1801	371,036	206	1776	208	1984	41	41	....	
24	213	222	800	728	1963	196	217	746	656	1819	374,649	206	1736	....	1736	37	37	....	
25	165	212	579	486	1442	154	188	584	442	1368	276,252	207	1496	....	1496	30	30	....	
26	240	310	572	475	1597	220	288	513	426	1458	303,150	208	1530	200	1730	37	37	....	
27	302	219	554	470	1545	186	149	514	446	1345	276,983	206	1529	100	1629	31	31	....	
28	89	79	279	247	694	81	73	254	228	636	130,971	206	956	....	956	17	17	....	
29	126	116	321	244	819	114	109	292	212	708	145,848	206	826	..	826	22	22	....	
30	168	169	474	521	1332	150	159	371	441	1130	235,484	206	1022	326	1348	29	29	....	
31	167	174	534	493	1368	161	169	486	461	1289	264,245	205	1650	....	1650	29	29	....	
32	249	286	533	499	1564	238	262	473	449	1410	289,756	205	1788	....	1788	35	35	....	
33	243	234	740	637	1874	222	228	653	556	1657	341,414	206	1868	72	1940	34	34	....	
34	196	247	482	296	1250	171	229	379	335	1114	229,484	206	1468	....	1468	25	25	....	
35	305	291	478	400	1634	239	264	425	354	1282	265,360	206	1560	....	1560	25	25	....	
36	58	52	530	436	1084	50	50	472	399	971	201,869	206	1250	..	1250	29	29	....	
37	235	232	302	378	1247	214	230	312	346	1102	228,741	206	1196	..	1196	22	22	....	
38	289	82	517	367	1255	251	78	445	333	1085	220,534	201	1136	164	1300	24	24	....	
39	91	103	370	395	959	84	94	342	319	839	170,952	204	1140	..	1140	21	21	....	
40	92	91	396	342	911	78	87	378	329	853	160,436	207	922	107	929	20	20	....	
Primary ..3	....	....	162	144	306	....	....	143	129	272	55,826	206	335	...	335	5	5	....	
4	38	47	221	260	567	32	38	378	321	769	117,214	206	775	..	775	15	15	....	
5	13	19	92	97	221	11	16	79	82	188	38,728	206	306	...	306	8	8	....	
14	28	14	203	168	413	18	12	170	136	336	68,986	206	509	47	556	9	9	....	
Col'd 1	34	25	85	78	223	27	19	80	59	174	93,978	207	302	....	302	6	6	....	
2	32	29	44	47	142	16	11	33	33	104	21,424	206	161	....	161	4	4	....	
3	12	18	54	55	137	10	15	42	44	111	22,619	207	130	....	130	3	3	....	
4	....	....	30	39	69	....	....	29	32	60	12,240	204	80	3	83	2	2	....	
Total of P. S.	9088	10289	19917	17757	56951	8389	9479	17723	15770	51361	10,500,783	9931	59935	2145	61448	1211	1211	....	1306
B'kl'n O. A.*	39	28	130	80	295	26	26	129	97	277	70,504	252	336	....	336	4	4	....	4
R.C.O. A. B.*	67	....	245	....	312	66	....	244	....	310	72,182	233	691	....	691	8	8	....	8
R.C.O. A.G.‡	....	112	....	383	495	....	108	....	376	484	98,375	205	648	....	648	8	8	....	8
Ch. C. F.†	2	6	30	31	78	2	6	29	31	78	17,316	222	80	....	80	2	2	....	2
H. C. O. A.‡	6	1	34	22	63	6	1	34	22	63	16,236	219	55	20	75	2	2	....	2
E. D. In. S.?	....	....	13	14	27	....	....	13	14	27	5,616	208	30	30	60	2	2	....	2
H. for D.C.**	....	....	32	44	96	....	....	80	43	92	21,349	230	130	175	305	6	6	....	6
G. C. O. A.**	10	8	28	14	60	10	8	28	14	60	16,236	254	63	....	63	3	3	....	3
In. S. S. M.††	....	70	....	190	260	....	70	....	190	250	76,250	305	206	....	206	8	8	....	8
Total Or. As.	124	225	541	788	1678	120	219	536	787	1642	397,034	2148	2239	225	2324	37	37	....	44
Grand Total	9212	10494	20358	18543	58607	8509	9698	18259	16557	53023	10,897,817	12079	61804	2369	63972	1248	1248	....	1306

* Brooklyn Orphan Asylum Society.
+ Rom. Cath. Orphan Asylum for Boys.
‡ Rom. Cath. Orphan Asylum for Girls.
† Church Charity Foundation.
| Howard Colored Orph. Asylum.
? E. D. Industrial School.
** Home for Destitute Children.
†† Ger. Rom. Catholic Orph. Asylum.
‡‡ Ind. School Sisters of Mercy.

Source: Superintendent's Annual Report for the Year Ending December 31, 1878 (Brooklyn: Board of Education, 1879, pp. 12 - 17.

PART II, Plan 6 SELECTION A (Cont'd)

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TABLE 2

NUMBER OF PUPILS ON REGISTER DECEMBER 31, 1878.

GRAMMAR GRADES.

SCHOOL No.	Academic.		First Grade.		Second Grade.		Third Grade.		Fourth Grade.		Fifth Grade.		Sixth Grade.		Totals.
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	
Central Gram. School.	95	456	...	...	...	...	...	...	...	...	...	...	...	...	551
1	...	...	12	38	35	64	30	31	34	70	41	85	44	57	541
2	...	...	12	23	31	11	15	18	19	25	39	15	18	25	247
3	...	...	12	41	51	60	34	35	46	57	47	47	94	103	570
4	...	...	15	19	31	32	29	41	40	44	44	50	101	110	578
5	...	...	15	13	37	32	38	35	39	46	46	45	84	87	476
6	...	...	9	18	42	28	38	38	39	30	38	37	60	58	429
7	...	...	16	8	13	13	27	12	17	23	31	34	30	30	254
8	...	...	3	14	11	18	14	13	18	13	19	25	25	18	181
9	...	...	47	56	31	32	22	45	31	30	32	34	36	36	432
10	...	...	28	43	37	30	42	34	37	51	36	45	34	37	455
11	...	...	13	110	39	15	35	41	45	24	38	36	64	26	485
12	...	...	17	58	37	24	35	41	45	30	45	47	35	32	420
13	...	...	58	86	28	27	40	42	42	36	54	78	115	111	668
14	...	...	19	35	16	18	41	32	48	36	46	43	85	46	453
15	...	...	80	98	60	32	40	36	36	57	105	116	110	115	879
16	...	...	26	71	32	35	40	106	36	36	135	131	24	81	854
17	...	...	55	58	36	44	47	42	33	33	100	42	33	44	588
18	...	...	59	80	36	27	35	34	38	33	80	46	80	34	572
19	...	...	61	85	59	39	39	39	44	30	50	46	136	111	731
20	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
21	...	...	...	...	...	...	...	...	34	15	26	15	38	40	168
22	...	...	14	13	10	19	21	28	21	29	38	36	35	30	315
23	...	...	49	64	30	41	29	33	20	24	40	30	47	40	397
24	...	...	33	43	30	19	31	34	21	23	45	47	34	32	412
25	...	...	6	34	28	30	18	25	18	21	45	51	30	47	344
26	...	...	21	49	25	32	31	31	25	29	42	30	34	42	391
27	...	...	19	17	25	31	30	26	29	19	37	32	29	40	305
28	...	...	...	...	...	...	23	30	17	17	29	21	32	17	186
29	...	...	29	7	13	7	23	29	17	20	17	26	42	40	271
30	...	...	11	30	19	14	32	25	31	34	35	45	37	31	365
31	...	...	12	30	12	32	25	25	25	28	37	30	37	37	385
32	...	...	24	32	26	28	47	47	32	46	31	35	32	48	628
33	...	...	14	13	14	18	15	15	32	33	24	36	38	101	510
34	...	...	35	38	19	21	15	25	31	33	37	47	42	42	394
35	...	...	40	57	35	32	30	25	34	38	30	35	37	36	399
36	...	...	...	...	...	...	...	...	...	...	20	14	35	41	110
37	...	...	35	42	23	32	47	47	45	46	46	52	38	32	405
38	...	...	...	...	...	...	...	...	...	...	20	32	180	64	296
39	...	...	...	...	...	...	29	30	29	33	37	41	55	40	354
40	...	...	...	...	...	...	...	...	11	33	21	29	44	43	181
Primary 3	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4	...	...	...	...	...	...	...	...	...	...	30	38	33	33	134
5	...	...	...	...	...	...	...	...	...	...	8	17	10	7	42
14	...	...	...	...	...	...	...	...	...	...	...	...	28	18	44
Colored 1	...	...	4	3	1	3	1	4	7	7	1	5	13	4	51
2	...	...	...	...	...	...	4	4	4	5	4	10	7	15	53
3	...	...	...	...	...	3	2	5	3	4	3	3	3	3	29
4	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	95	456	887	1721	1124	1342	1110	1178	1446	1610	2631	2945	2928	2580	19655

TABLE 3

NUMBER OF PUPILS ON REGISTER DECEMBER 31, 1878.

PRIMARY GRADES.

SCHOOL No.		First Grade.		Second Grade.		Third Grade.		Fourth Grade.		Fifth Grade.		Sixth Grade.		Totals.
		Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	
	1	44	85	39	55	44	64	52	60	66	41	109	54	713
	2	41	42	45	43	46	25	50	47	71	71	69	44	605
	3	109	103	56	51	46	97	125	52	71	55	98	70	918
	4	55	55	63	58	63	70	62	67	70	71	132	134	887
	5	47	48	47	52	62	56	70	66	74	71	133	103	829
	6	50	49	53	51	65	57	54	70	70	107	154	69	849
	7	33	40	32	40	43	41	18	57	93	31	89	78	595
	8	36	31	39	24	24	33	40	30	40	26	53	40	435
	9	49	54	60	67	60	60	62	55	85	88	155	161	804
	10	57	53	52	45	56	55	47	45	102	78	174	147	914
	11	67	70	39	32	43	44	70	75	49	41	97	80	608
	12	51	48	51	54	71	71	73	66	59	62	109	74	782
	13	44	76	52	58	68	78	97	98	154	121	172	184	1206
	14	44	47	47	45	85	55	72	73	68	70	140	105	850
	15	88	106	61	62	103	124	120	72	131	137	234	224	1466
	16	83	77	78	84	78	85	81	91	78	74	100	90	1009
	17	44	36	49	36	59	53	71	39	65	38	92	58	641
	18	43	74	75	67	74	72	66	87	115	107	150	157	1110
	19	95	105	61	107	84	77	76	83	84	74	193	93	1132
	20	44	43	30	27	37	29	42	40	49	27	35	35	453
	21	78	79	81	67	53	51	107	103	61	56	128	104	968
	22	44	38	64	48	61	68	64	75	55	72	70	66	726
	23	58	54	111	95	140	107	146	92	99	78	219	180	1382
	24	94	59	77	54	70	137	188	182	153	158	229	149	1550
	25	41	41	53	49	113	109	85	94	117	104	218	114	1138
	26	74	51	53	73	101	64	54	76	130	68	178	144	1006
	27	48	32	63	61	59	61	87	69	144	70	204	200	1058
	28	17	30	19	21	37	38	44	42	51	52	104	72	519
	29	35	30	30	35	41	32	32	24	67	55	129	90	630
	30	34	25	42	52	55	45	62	58	63	147	248	231	1064
	31	38	43	42	48	48	60	130	116	81	79	219	151	1055
	32	52	108	53	56	55	65	117	50	55	56	252	175	1077
	33	57	65	62	81	146	75	80	73	170	84	270	262	1425
	34	49	80	72	69	65	69	80	48	61	51	93	130	818
	35	61	58	66	76	74	78	86	69	77	78	118	56	899
	36	43	42	45	53	47	49	60	67	139	89	204	172	1010
	37	45	55	41	60	49	52	51	49	87	97	87	90	743
	38	44	42	51	31	37	75	83	51	138	63	105	104	848
	39		53	48	40	62	48	55	40	80	60	139	121	746
	40	43	56	51	40	54	38	55	57	60	58	138	107	737
Primary	3	22	18	29	22	12	12	16	19	35	30	45	34	294
	4	8	7	42	40	43	49	47	23	56	25	80	70	488
	5	13	13	9	16	15	15	12	10	10	11	30	29	192
	14	28	13	21	23	21	18	25	21			106	80	356
Colored	1	6	10	21	16	16	11	17	11	9	12	20	20	160
	2	4	4	6	3	5	9	6	5	3	10	11	12	81
	3	8	9	6	7	4	9	3	2	1	4	18	28	99
	4	2	7	9	7	7	6	3	4	4	5	10	14	78
Total		2170	2316	2317	2277	2681	2645	3125	2810	3502	3352	6182	5083	36212

TABLE 4

NUMBER OF PUBLIC SCHOOLS; WHOLE NUMBER OF PUPILS; AVERAGE REGISTER; AVERAGE ATTENDANCE; PERCENTAGE OF AVERAGE ATTENDANCE ON THE WHOLE NUMBER ENROLLED, AND ON AVERAGE REGISTER IN EACH YEAR SINCE CONSOLIDATION.

Years.	Schools.	No. of Teachers employed at one time, exclusive of Orphan Asylums and Evening Schools.	Pupils on Register, including Readmissions.	Different Pupils Instructed.	Average Register.	Average Attendance.	Per cent. of Attendance on Average Register.
1854	32	290	18,337	....	....	....	..
1855	30	312	30,977	....	....	13,380	..
1856	33	328	35,468	....	....	13,477	..
1857	31	340	39,225	....	....	13,547	..
1858	34	375	42,364	....	20,650	15,384	74
1859	34	391	49,452	....	25,043	15,965	63
1860	35	415	46,976	....	26,090	15,989	61
1861	36	433	40,452	....	27,537	18,649	74
1862	36	480	54,884	....	29,612	20,732	70
1863	36	483	50,362	....	28,433	21,143	74
1864	36	494	50,837	....	31,017	21,556	69
1865	38	554	53,947	....	31,160	22,610	72
1866	38	596	57,299	....	31,876	24,667	77
1867	40	615	68,966	60,000	33,135	27,795	83
1868	43	668	77,919	62,609	35,334	30,582	86
1869	45	725	90,133	69,667	37,782	32,761	87
1870	46	815	99,361	73,602	41,583	36,535	87
1871	46	843	98,355	73,267	40,935	36,044	88
1872	48	896	102,033	75,321	43,248	38,562	90
1873	48	901	103,454	74,876	43,209	39,088	93
1874	49	1003	110,833	79,669	45,338	40,193	88
1875	49	1077	113,938	82,878	48,115	43,292	90
1876	48	1136	121,167	85,725	51,047	46,290	91
1877	50	1150	124,819	89,559	54,302	49,491	92
1878	56	1211	127,025	91,487	56,931	51,361	91

TABLE 5

AVERAGE ATTENDANCE OF THE SEVERAL SCHOOLS FOR EACH MONTH DURING 1878.

School No.		January.	February.	March.	April.	May.	June and July.	September.	October.	November.	December.	Total Average.
Con. Gr. Sch'l								694	693	545	521	568
	1	1144	1170	1176	1135	1059	1026	1114	1193	1189	1129	1130
	2	509	701	686	745	774	664	762	806	749	752	771
	3	1452	1487	1525	1467	1400	1260	1456	1551	1545	1424	1459
	4	1267	1340	1321	1262	1296	1180	1300	1364	1364	1230	1315
	5	1152	1200	1202	1250	1146	1028	1217	1223	1183	1097	1174
	6	1098	1115	1136	1113	1110	1082	1158	1211	1210	1181	1142
	7	675	728	740	722	710	683	744	768	768	760	753
	8	561	631	570	564	552	530	567	611	592	569	604
	9	1354	1343	1367	1370	1277	1157	1390	1376	1381	1326	1331
	10	1267	1251	1186	1159	1213	1156	1377	1314	1400	1258	1249
	11	1309	1250	1216	1217	1190	1118	1233	1377	1376	1337	1246
	12	1240	1301	1307	1311	1239	1118	1277	1292	1274	1211	1255
	13	1625	1659	1695	1698	1641	1497	1832	1844	1808	1773	1701
	14	1140	1201	1205	1205	1162	1065	1256	1220	1193	1161	1179
	15	2128	2330	2197	2165	2037	1851	2258	2307	2296	2239	2164
	16	1751	1834	1767	1666	1681	1468	1766	1791	1761	1688	1718
	17	1203	1211	1225	1274	1248	1137	1156	1163	1210	1206	1231
	18	1702	1863	1740	1736	1813	1605	1650	1708	1698	1680	1737
	19	1252	1247	1260	1150	1242	1264	1663	1648	1582	1580	1389
	20	469	494	489	495	470	371	413	411	400	381	440
	21	953	987	997	1028	1024	935	997	1017	991	973	989
	22	945	1018	1021	983	946	874	994	975	982	959	973
	23	1758	1810	1992	1920	1834	1666	1834	1817	1758	1701	1801
	24	1749	1797	1780	1800	1855	1683	1956	1962	1867	1808	1819
	25	853	1310	1322	1385	1360	1232	1372	1424	1395	1393	1336
	26	1369	1420	1413	1440	1407	1373	1462	1537	1516	1407	1458
	27	1332	1325	1350	1356	1331	1253	1403	1440	1396	1351	1345
	28	572	578	596	679	646	631	682	674	650	600	630
	29	618	650	694	687	714	682	743	788	797	759	708
	30	923	925	978	985	969	905	900	1275	1274	1280	1130
	31	1253	1247	1305	1311	1329	1200	1307	1290	1272	1292	1260
	32	1325	1360	1398	1475	1360	1216	1305	1509	1654	1418	1410
	33	1662	1708	1741	1667	1652	1474	1612	1703	1714	1623	1657
	34	1140	1190	1120	1140	1104	1031	1130	1112	1056	1071	1114
	35	1412	1450	1435	1457	1409	1314	1562	1610	1561	1511	1482
	36	942	957	970	991	982	908	1002	1022	1011	998	977
	37	1134	1153	1049	1120	1131	997	1106	1118	1117	1085	1102
	38	1087	1128	1140	1136	1111	1055	1051	1085	1058	1053	1095
	39	791	874	829	818	775	759	906	931	877	819	838
	40	835	877	827	839	854	841	892	908	911	858	863
* Primary	1	217	280	286	308	332	348	339				351
	4	256	259	258	262	280	249	301	296	263	257	271
	5	580	597	605	577	582	521	589	576	549	509	569
	12	161	179	184	189	192	186	191	200	194	199	188
†	12	407										
	14	306	339	351	339	351	310	339	330	342	325	330
Colored	1	118	176	180	187	170	151	182	198	179	165	174
	2	93	91	89	110	101	96	115	122	114	101	104
	3	95	109	105	117	119	98	125	131	107	100	111
	4	44	51	49	51	50	40	51	73	68	68	60
Total		49452	51124	50858	51054	50397	46705	52730	53855	53114	51058	51361

* Incorporated with School No. 30, October 1, 1878.
† Incorporated with School No. 25, February 1, 1878.

TABLE 6

STATEMENT OF THE NUMBER OF CLASSES OF EACH GRADE IN THE SEVERAL SCHOOLS.

School No.		Grammar Grades.							Primary Grades.						Total Number of Classes.
		Academic.	Grade 1.	Grade 2.	Grade 3.	Grade 4.	Grade 5.	Grade 6.	Grade 1.	Grade 2.	Grade 3.	Grade 4.	Grade 5.	Grade 6.	
Con. Gr. Sch'l		17		4		4									25
	1			4		4									8
	2														0
	3														0
	4														0
	5														0
	6														0
	7														0
	8														0
	9														0
	10														0
	11														0
	12														0
	13														0
	14														0
	15														0
	16														0
	17														0
	18														0
	19														0
	20														0
	21														0
	22														0
	23														0
	24														0
	25														0
	26														0
	27														0
	28														0
	29														0
	30														0
	31			1											1
	32														0
	33			1											1
	34														0
	35														0
	36														0
	37														0
	38														0
	39														0
	40														0
Primary	1				1										1
	4														0
	5														0
	12														0
	14														0
Colored	1		1			1			1						3
	2														0
	3				1					1					2
	4								1					1	2
Totals		17	17	30	63	58	91	109	96	87	89	92	97	170	1116

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Teachers and Pupils.

DETAILED STATEMENTS BY SCHOOLS.

CENTRAL GRAMMAR SCHOOL.

House.—Court Street, corner of Livingston Street.

Local Committee.—Messrs. Cole, Carroll, Dutcher, Culyer, Mauer, Gates, Tonjes.

	Gram. Grades. Boys.	Girls.	Prim. Grades. Boys.	Girls.	Totals.
1. Pupils on Register, Jan. 1, 1879,	95	456	...	...	551
2. Pupils admitted during the year, exclusive of Re-admissions,	78	251	...	...	329
3. Different Pupils instructed,	173	707	...	...	880
4. Re-admissions,	15	107	...	...	122
5. Pupils admitted, including Re-admissions,	93	358	...	...	451
6. Pupils promoted from Public Schools,	73	227	...	...	300
7. Pupils discharged during the year,	106	337	...	...	440
8. Pupils on Register Dec. 31, 1879,	82	480	...	...	562
9. Average Daily Register,	90	448	...	...	539
10. Average Daily Attendance,	85	412	...	...	497
11. Per cent. of Attendance on Average Register,					92
12. " " Different Pupils,					57
13. Whole number of Sittings,					629
14. Extra Seats,					111
15. Number of Teachers in the School Dec. 31, 1879,					18
16. Whole No. of *different* Teachers during the year,					18

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CENTRAL GRAMMAR SCHOOL.

Robert F. Leighton, *Principal.*

No. of Rooms.		
1, 4, 6, 7.	Sarah E. Scott,	Teacher of History.
2, 3, 5.	Harriet A. Dennison,	Teacher of History and Mathematics.
8, 9, 10, 11.	Evelyn M. Boyden,	Teacher of History.
12, 13, 14, 15.	Isabella D. Godding,	Teacher of History.
1, 4, 6, 7.	Elizabeth C. Shepley,	Teacher of English Literature.
8, 9, 10, 11.	Sarah L. Stilson,	Teacher of English.
2, 3, 5.	Mary Davenport,	Teacher of English and Mathematics.
12, 13, 14, 15.	Anna L. Mumford,	Teacher of English.
1, 4, 6, 7.	Helen A. Northup,	Teacher of Mathematics.
8, 9, 10, 11.	Elizabeth W. Robb,	Teacher of Mathematics.
12, 13, 14, 15.	Ellen A. Spencer,	Teacher of Mathematics.
1, 4, 6, 7.	M. Louise Rice,	Teacher of Natural Science.
2, 3, 5.	Lottie F. Sheville,	Teacher of Natural Science and Mathem's.
8, 9, 10, 11.	Augusta L. Mulford,	Teacher of Natural Science.
12, 13, 14, 15.	Elizabeth M. Phillips,	Teacher of Natural Science.
Maria H. Blanding,		Bookkeeping.
Robert Spice,		Lecturer on Natural Science.
Jerome Walker,		Physiology and Hygiene.
Albert S. Caswell,		Teacher of Music.

Grade.	No. of Rooms.		Grade.	No. of Rooms.	
1st.	1, 4, 6.	Girls and 2 Mixed.	3d.	10, 11, 12, 13.	Girls & 3 Boys.
2d.	7, 8, 9.	Girls.	4th.	14, 15.	Girls and 5 Mixed.

J. Chadwick, *Janitor.*

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EVENING HIGH SCHOOL.

Held in Central Grammar School Building, Court, corner of Livingston Street.

Committee.—Messrs. N. J. Gates and L. V. D. Hardenbergh.

(Term from Nov. 10th to Dec. 19th, 1879.)

	Boys.	Girls.	Totals.
Number Registered on Opening,	369	96	465
Number admitted during the Term,	321	108	429
Total Enrollment,	690	204	894
Pupils discharged during Term,	270	80	350
Pupils on Register at close of Term,	420	124	544
Average Attendance for the Term,	345	120	465
Per cent of. Attendance on Enrollment,	...	...	52
Whole Number of Teachers Employed,	...	...	19

FACULTY OF INSTRUCTION.

James Cruikshank, ... *Principal.*
Wm. M. Jelliffe, ... *Vice-Principal.*
T. D. Murphy, ... *Principal's Assistant.*

LECTURERS.

D. G. Eaton, ... Astronomy.
Robert Spice, ... Chemistry and Philosophy.
Brainerd Kellogg, ... Rhetoric and English Literature.
Jerome Walker, M. D., ... Anatomy and Physiology.
W. M. Jelliffe, ... Elocution.
Charles Claghorn, ... Commercial Law.
M. F. Vallette, ... History and Physical Geography.

INSTRUCTORS.

L. B. Hannaford, . . . Algebra and Geometry, and M. and M.
W. M. Jelliffe, ... Reading and Declamation.
Robert Spice, . . . Chemistry and Natural Philosophy.
M. K. Payson, ... Penmanship.
A. O. Smith, ... Penmanship.
J. B. Grant, . . . Architectural and Mechanical Drawing.
P. Winter, . . . Free-hand and Industrial Drawing.
Charles Claghorn, ... Book-keeping.
A. A. Randall, ... Book-keeping.
Aaron Chadwick, ... Grammar.
Mary F. Vallette, . Composition, History, Physical Geography, Spelling.
J. J. Wells, ... Arithmetic.
Frank B. Stevens, ... Arithmetic.
T. J. Ellinwood, ... Phonography.

Source: Superintendent's Annual Report for the Year Ending December 31, 1879 (Brooklyn: Board of Education, 1880), pp. 24, 25, and 126.

SUGGESTED ACTIVITIES

ENGLISH

Review Selections A and B in the materials provided.

- Pretend you are a teacher at the Central Grammar School in 1878. Write an essay about how you would feel teaching classes which were predominantly segregated by sex.

- You are Mr. R. F. Leighton, principal of the Central Grammar School in 1878, and you have decided that you must have some male teachers on your staff. Write a speech that you will give to your presently-female staff announcing your position.

  Be sure to include a rationale for your decision and present this speech to your class. Be ready to answer questions. Videotape and analyze.

- You are a student in either an all-boys or all-girls class, in the Central Grammar School in 1878. Write a letter to your principal either supporting or criticizing this policy of classes generally segregated on the basis of sex.

- Write a poem on either or both of these themes:

  All-Female Faculty
  Classes Segregated by Sex

- Write a story about what would happen today if classes were segregated by sex or taught only by females.

FINE ARTS

15 T

- Design posters supporting/criticizing the all-male/all/female classes in the Central Grammar School in 1878.

15 16 T

14 15 R

- Design a cartoon showing the principal introducing men into his faculty in 1879. This could be a humorous, dramatic, or symbolic social-commentary cartoon.

14 15 16 N

MATHEMATICS

Review Selection A in the materials provided.

- Discuss in a whole group why there were no students on the register for Central Grammar School on January 1, 1878. (The school did not open until September 1878.)

15 T

- Determine: What percentage of the total number of pupils admitted during the year 1878 was discharged? What percentage of the girls admitted during the year was discharged? What percentage of the boys admitted was discharged?

15 16 T

Use totals which specify "exclusive of readmissions" and discuss the difference between this category and the one which includes readmissions.

15 T

Place findings in your Centennial statistical collection.

- Determine whether the percentage of girls discharged was larger than that of boys. Write out the equation you will construct to arrive at this information. 14 15 16

- Based on average daily attendance, how many students would the average teacher have in her classroom on one day? What would be the average student-teacher ratio at Central Grammar School in 1878? 14 15 16

  Compare this ratio with the ratios in your classes in 1979. Construct a bar graph to show the difference in the student-teacher ratios of 1878 and 1979. Enter this into your Centennial classroom collection or display in the hallway. 14 15 16 T N O

- Determine the percentage of teachers in 1878 who taught each of the following: history, composition, rhetoric, algebra, philosophy, physiology, and the preparatory class. 14 15 16

  Compare this with the percentage of teachers who teach various subjects today. Design a pictograph to display this information.

Review Selection B in the materials provided.

- Compare the data in Selection B with the data in Selection A. Where did major changes occur, or were there in fact no such major changes?

- The superintendent had at one point predicted a maximum possible enrollment of 1890 students in the 1879 Central Grammar School. How far off was this estimate from the reality? 15

- In 1878 the entire faculty had been female: in 1879, what percent of the total faculty was made up of men? In 1979, what percent of the faculty at Boys and Girls High School is made up of men? Discuss. 14 15 16 0

- Determine the increase or decrease in the enrollments of boys and girls from 1878 to 1879. 14 15 16

Review Selection B, Evening High School (p.126). Note that the Evening High School was located in the same building as the Central Grammar School.)

- Determine the differences in enrollments of boys/girls reflected in the 1879 Evening School and the 1879 Central Grammar School records. Discuss what you think might have accounted for this interesting difference. 14 15 16

- Determine the average student-teacher ratio for the 1879 Evening High School. 16

- Was the average attendance "better" in the Evening High School than in the Central Grammer School during the year 1879? Define "better" in mathematical terms. 16

Review Selection A, Table 1.

- Determine what percentage of the total number of students enrolled in all of Brooklyn's public schools was enrolled in Central Grammar School.

- Determine what percent of the total public school enrollment was in the "colored" schools.

- Determine what percent of the grand total public school enrollment was attending the specialized or private institutions listed.

Review Selection A, Table 2.

- Determine how many students are enrolled in all the first grades (the highest level) of the grammar schools. What is the percentage of the total grammar school enrollment that was in the first grade in 1878.

- Design a circle graph to show the distribution of the schools within the system in 1878 according to the following categories: Central Grammar; grammar schools; primaries; "colored" schools.

Review Selection E (Table 4).

Construct a line graph on which one axis is a time-axis and the other shows the number of schools in the system. The time-axis should cover the period from 1854 to 1878.

Construct a similar graph and plot the number of teachers employed for each year from 1854 to 1878.

- Construct a similar graph showing the enrollment (pupils on register) for the years 1854 to 1878.

Review Selection A (Table 5) in the materials provided.

- Determine the average rate of monthly decrease in attendance at Central Grammar School for the period from September to December 1878. Discuss reasons for this.

ENRICHMENT:

- Locate other yearly Superintendent Reports and compare statistics.

- Design a story in mathematical sentences which tells about the Central Grammar School in 1878-1879.

- Compile all data analysis in a Centennial booklet.

MUSIC:

- Create a song written on one of these themes:

  (1) "Why women alone?" written by an aspiring male teacher who wants a job in the Central Grammar School in 1879.

  (2) "Let us Learn Together" written by a romantic young girl who wanted coeducation classes in 1878.

  (3) "The Virtues of Distance" written by a mother fearful of coeducation.

SOCIAL STUDIES:

Review Selection A in the materials provided.

- The entire faculty of the Central Grammar School in

the year 1878 was female. Discuss why you think this was the case. Discuss, in a round-table format, how you think this might have affected the school in terms of its morale, the quality of instruction, etc.

- Most of the classes were arranged according to sex and ability level. Discuss the effects of sexual segregation on school socialization patterns and learning. Does sexual segregation affect the nature of learning itself? Write a brief essay on this general topic.

Review Selections B in the materials provided.

- Note that in the Evening High School in 1879 there were more boys in attendance than girls; however, in the Central Grammar School, the opposite was true. Discuss why this might have been the situation. (Note: many of the Evening School female students were teachers in the daytime and the males often worked. Try to elicit this information from the students in the discussion.)

- Review the course of study in the 1879 Evening High School and in the Central Grammar School. Discuss the comparative range of subjects and reasons for the similarities and differences.

- The Evening High School had what appeared to be a predominantly male faculty in 1879; yet, the Central Grammar School had a still predominantly female faculty. Speculate as to why this was true. (Did the fact that its students were mostly female have anything to do with it?)

- Research the role/status of the teaching profession in the late 1870s. Use the public library as a resource.

T

ENRICHMENT:

Consult the Superintendent's Reports for the early 1870s to determine how the Evening High School developed.

- Hypothesize as to why the Evening School was called a High School and the Central Grammar School was not.

Plan #7
School Life

PART II OUR SCHOOL: THE EARLY YEARS, 1876-1892

Question	What street games occupied the recreational time of Brooklyn youth in the late nineteenth century?
Understandings	• Recreation is an important dimension in urban life, and it has a uniquely rich history. • Childhood games are cultural expressions, recreational and often ritualistic. Students learn much from rule-governed games.
Materials	Selection A - Excerpts from "Boys at Play: Street Games of Old Brooklyn," The Brooklyn Daily Eagle, Nov 7,1891, p. 2, col. 1 The students at Central Grammar School on Court Street had only the street and a nearby vacant lot to use as a playground. Thus, it is quite likely that popular street games occupied their time while waiting to enter the building and after the school day was over.
Additional Resources	The complete article from which the excerpts were taken lists several other street games.
Code References	Numbers indicate pages in History. Letters indicate Special Events.

PART II, Plan 7 SELECTION A

BOYS AT PLA": More About the Street Games of Old Brooklyn

CAT

In "Cat", a circle four feet in diameter, with a straight line at right angles about twelve feet distant, is drawn upon the sidewalk. The 'cat' is whittled from a piece of wood and is usually about six inches in length and one inch in diameter with sharp pointed ends. The players are the batter, who stands a little to one side of the circle; the 'plumber', who stands at the line; and the fielders who are numbered in rotation and stand about the ring. The pitcher throws the cat toward the circle, and the batter, whose bat is a stick about two feet long hits it or not, as he thinks best. If the cat falls within the circle the batter is out and the pitcher takes his place and all the players move up one place, while the batter becomes the last of the fielders. If the cat falls without the circle, the batter hits it, as it lies on the ground and, as the cat rises in the air, strikes it again...The other boys try to catch the cat in their hats or with their hands as it falls, and if they succeed, the batter is out. If they do not catch it, the pitcher endeavors to jump from where it lies into the circle. If it is too far away for the pitcher to cover in one jump the batter gives him as many jumps as he deems proper. If the pitcher accomplishes the distance in the jumps the batter has allowed counts as one point to the batter's own credit in the game.

Roley Poley

This game is workable, but if the teacher believes it to be too rough, it should not be played . A convenient place is selected and each player digs a hole three or four inches in diameter. If this is impossible, hats are used instead of holes in the ground. A medium sized (soft) rubber ball is used and one of the players stands at a distance of about twenty feet and tries to roll it into one of the hats or holes. All the others stand by their holes and when the ball enters one of them, its owner must throw the ball at the player nearest to him. Meantime, when a boy sees the ball rolling into any nearby hole he will run away to escape being hit. The boy who is hit must put a stone into his hole, but if the thrower is unsuccessful in hitting anyone the stone must go into his own hole. The game continues until one of the players gets ten stones in his hole when he has to stand up with his back against a wall or fence and let each boy take three shots at him with the rubber ball, the first time with the thrower's eyes closed and afterward with them open. When the boy is put against the fence, the distance at which the players shall stand when they throw at him is sometimes determined by letting the victim throw the ball against the fence three times and, a line drawn at the farthest point to which the ball rebounded, is taken as the place at which the throwers shall stand.

Kick the Wicket

A lamp post or a tree is designated as 'home' and several bases are agreed upon, usually four, around which the players run. The boy who is 'it' places the wicket, which is sometimes made of wood, and sometimes of a piece of old rubber hose, against the tree or post chosen as home. He then stations himself at some distance from it ready to catch it when it is kicked by the other players. They take turns in kicking the wicket. If it is caught by the boy who is 'it', the kicker becomes 'it.' If the boy who is 'it' does not catch the wicket, he runs after it and puts it in place and any boy whom he catches running between the bases, when the wicket is up become 'it.' The players run around the bases as they kick the wicket and when they make the circuit and touch home they form in line ready to kick the wicket again, each in his turn. If all the boys have kicked the wicket and are on the bases, the one nearest home becomes "it" and must run in and touch the wicket, as all must do when they become 'it.'.

Kick the Can

This game is identical with "Kick the Wicket" except that an empty can, usually a tomato can mounted on a rock, is substituted for the wicket.

Source" "Boys at Play: Street Games of Old Brooklyn," The Brooklyn Daily Eagle November 7, 1891 p. 2, col. 1.

SUGGESTED ACTIVITIES

ALL SUBJECTS:

- Play the games. They are excellent tools for developing the much-needed skill of "Following directions."

PHYSICAL EDUCATION:

- Listen to the directions of the street games that the children used to play in nineteenth century Brooklyn.

  -Make a flow chart to graphically display the directions. T

  -In a separate small group, study the directions and prepare to demonstrate each of the games to the class.

- Each student should be responsible for submitting a present-day street game using a flow chart format to describe the directions. If this is too difficult, the student should list the directions in sequence. A compilation of these games should be made and stored in the Centennial Library for the use of future historians. K

- As a special research project, visit the public library and study what other games city children have played in the past.

- Videotape the old-time games which are provided in this packet. If possible, dress in the clothes which you think students would have worn in 1878. Include a commentary explaining that the students of Central Grammar often played in the busy streets and vacant lots near the school. 12 T

Plan #8
School Life

PART II OUR SCHOOL: THE EARLY YEARS, 1876-1892

Questions

What were the instructional methods used in the classroom? What were the examinations given in 1875 in the supplemental classes and, in 1891, for entry into either Boys High or Girls High?

Understandings

- Evaluation has historically been an integral part of our educational system.
- Tests, and the testing process, give us clues as to where the educational emphasis lay in terms of both content and method in various historical periods.

Materials

Selection A - Final Examination Questions* for the Academic Classes in the Grammar School System in 1875. (These were considered to be the highest level courses. When Central Grammar was opened, it consolidated these "supplemental" classes.)

Selection B - 1891 Examination Questions for graduation from the Grammar Schools and for admission to the High Schools, June 1891, from the Superintendent's Report, 1891.

Code References

Numbers indicate pages in History.
Letters indicate Special Events.

*Contained in Journal of Education, Brooklyn v. 1, #12, February 1876.

THE SCHOOL-ROOM.

[For School Notes and Queries, and Correspondence. Communications and Contributions to this Department will receive prompt attention. We do not, in any manner, hold ourselves responsible for the views of our correspondents, except where we directly assume such responsibility.]

ACADEMIC CLASS EXAMINATION PAPERS.

At the request of a number of teachers and scholars, we publish in this department the examination papers used at the recent semi-annual examination of the academic classes of the Brooklyn schools, which took place in the early part of this month.

The papers are similar in all respects to those used by Supt. Field, and are published with his approval.

[The figures accompanying the head of each study represent the value of each paper.—ED.]

GRAMMAR.—(60.)

Parse the words in *Italics*, omitting the declensions and conjugations.

Fie on that physic heals *but to destroy*.
Twas like one of my gentle Italy, who found
His *enemy* nigh to death with ten wounds, for
That arch *inquisitor* to enter in,
You *think* he sated vengeance; *made* the ten a score?
Not such cheap venture for so great a prize.
The dying *wretch* to his own bed he bore.
There, by himself a *month untenanted*,
He nursed him back to life. I'd swear you think
This Christian dole won him a seat in Paradise.
For that I know not. But of modern piety
He was the hero, *Champion*.
For when his guest (within whose soul *revenge*
And its unholy brood of hates had died)
Would on the morrow, *drunk* with gratitude,
Go forth; that night the pious *host*, his tale
Of festering wrongs *rehearsed*, then stabbed his guest to death.

ETYMOLOGY.—(60.)

1 Alias.	22 Incantation.	42 Delicious.
2 Alimony.	22 Incipient.	42 Exemption.
3 Amiable.	23 Precipitate.	43 Peremptory
4 Anguish.	24 Carnivorous.	44 Equestrian.
5 Rectangle.	25 Incautious.	45 Extremity.
6 Unanimous.	26 Accession.	46 Fabricate.
7 Terraqueous.	27 Intercede.	47 Facility.
8 Coercion.	28 Celerity.	48 Fallacious.
9 Armament.	29 Excellent.	49 Fanatic.
10 Artifice.	30 Concentric.	50 Felicitous.
11 Articular.	31 Discriminate.	51 Offence.
12 Auditory.	32 Disconcert.	52 Fervent.
13 Audacity.	33 Certify.	53 Festival.
14 Authorize.	34 Chorus.	54 Perfidy.
15 Debauchee.	35 Precinct.	55 Transfix.
16 Beneficent.	36 Circulate.	56 Indefinite.
17 Casualty.	37 Excitement.	57 Confirm.
18 Fratricide.	38 Citizen.	58 Confiscate.
19 Campaign.	39 Claimant.	59 Conflagration.
20 Incentive.	40 Indecorum.	60 Flambeau.

ARITHMETIC.—(60.)

1 Explain the process for adding fractions of different denominators; dividing a mixed number by a fraction; and for reducing fractions to decimals. (10

2 Explain the process for reducing compound numbers to decimals of a higher denomination having the same value. (5

3 Explain the process for finding the principal when the amount of the principal placed at interest, with the rate per cent., and time are given. (5

4 When several sums are due at different periods, how will you ascertain the equated time for which a note for the whole amount may be given without loss to either party? (5

5 The amount of a note placed at interest for 2 years and 6 months, at 7 per cent., is 2,937 50-100, what was the principal? (5

6 Find the amount due on a note for $6,000, made payable at the end of two years, on which two payments have been made—one at the end of three months for $600, and the other at the end of one year and three months from date of note for $2,000, at 7 per cent. (5

7 From a note discounted at a bank for $1,800 having four months and ten days to run, what sum was received? (5

8 Ascertain, by the rule of proportion, what is the weight of gold bullion produced in the United States in 1875, valued at $54,000,000 when three pounds were found at the Mint to be worth $648.73. (5

9 What is Equation of Payments, and what is the formula for ascertaining the equated time for several payments? (5

10 What is exchange, and what is the formula for ascertaining the value of U. S. currency in Sterling money? (5

11 Find the square root of 9,017,091 73-100. (5

ALGEBRA.—(40.)

1 Define the terms Exponent, Coefficient, Polynomial, and Homogeneous. (4

2 If the product of two quantities be divided by their greatest common divisor, what will the quotient be? (3

Source: "The School-Room: Academic Class Examination Papers," The Brooklyn Journal of Education 1:2, February 1876, pp. 888-891.

3 How may a fraction be reduced to an entire or a mixed number? (2

4 Reduce $4\,b + \frac{b\,x - b}{x}$ to a fractional form. (3

5 Reduce b, $\frac{3\,b}{c}$, d, and 3, to a common denominator. (3

6 Divide $\frac{2\,x^2}{a^2 + x^2}$ by $\frac{x}{a + x}$ (4

7 Given 4 equal lengths. From each of three take 19 yards, and from the fourth take 17 yards. The sum of the remainders was 142 yards. What was each length? (6

8 Two numbers are in such relation that if to the greater is added ⅘ of the less, the sum will be 37; While if from the less there be subtracted ⅘ of the greater, the difference will be 20. What are the numbers? (5

9 Explain the Binomial Theorem. (5

10 By the Binomial theorem raise $m + n$ to the 5th power. (5

11 Extract the square root of $x^2 + a\,x + \frac{1}{4}\,a^2$. (3

12 The quotient of a number consisting of two places divided by the product of its digits was 2. By adding 27 to the number its digits will be inverted. What is the number? (8

GEOMETRY.—(30.)

1 Define Isosceles triangle, Trapezium, Trapezoid, Rhombus. (4

2 Define Hypothesis, Corollary, Axiom, Scholium. (4

3 Prove that in any triangle the sum of the three angles is equal to two right angles. (5

4 What is an Inscribed triangle? a Tangent? a Segment? a Chord? (4

5 Prove that an angle at the circumference of a circle is measured by half the arc which subtends it. (3

6 From a given point, without a straight line, let fall a perpendicular upon the line. (3

7 Inscribe a square in a given circle. (2

8 If a line be drawn parallel to the base of a triangle, it will divide the two other sides perpendicularly. (5

MENSURATION.—(60.)

1 What is the process for finding the area of a Right-Angled triangle, and of an Equilateral triangle, when the length of all the sides is given? (5

2 Give the formula for ascertaining the area of any triangle when all the sides are given. (5

3 What is the ratio of the diameter of a Circle to its circumference, and of these dimensions to its area? (4

4 What decimal respresents the ratio of the diameter of a circle to its area? (2

5 How can you find the area of a Rhomboid? (4

6 The diameter of an end of a cylindric column was 2 feet 6 inches, and its length 18 feet, how many cubic feet did it contain? (5

7 The Planet Mars has a diameter of 4,300 miles, what number of square miles is its surface? (5

8 Ascertain the area, in acres, of a Rectangular Parallelogram, one of whose sides is 340 rods, and the diagonal line connecting two opposite angles is 480 rods. (8

9 What mensuration can be ascertained by the decimals .7854—3.1416—.5236. (6

10 The diameter of a Sphere is 24 yards, what is its surface? (3

11 The axes of an Ellipse are 24 yards and 18 yards, what is its area? (3

12 Define the terms Radius, Chord, Tangent, Hypothenuse, Foci. (5

13 How many degrees in each angle of an Equilateral triangle, and how may it be proved that the number named is correct? (5

PHYSIOLOGY.—(60.)

1 Describe the Osseous System of the human body, naming its principal members in their order. (8

2 What is the number of the bones in the human body, and of what substances are they composed? (5

3 Describe the Muscular System, naming the principal muscles in the trunk, arms and legs. (8

4 What is the number of muscles in the human body, and what is their mechanical and chemical composition? (5

5 Describe the Nervous System, naming its principal members. (5

6 What is the function of the nerves, and how may their activity be suspended? (4

7 Describe the Circulatory System, naming the principal organs connected with it. (5

8 How is the blood formed from food, oxygenated, colored and distributed? (5

9 Describe the Digestive System, naming the principal organs. (5

10 Describe the process of food digestion. (4

11 Describe the Respiratory System, naming the principal organs. (5

12 State the chemical components of air, the changes affected on its composition by breathing, and the use of the inspired air in the body. (5

CHEMISTRY.—(60.)

1 What is an Element in Chemistry? and state what is the number of elements, and into what two classes they are divided. (4

2 Define Chemical Affinity, and state the difference between it and Mechanical Mixture. (4

3 What are Binary Compounds, and into what three classes are they divided? (4

4 Describe Salts, Acids, Bases and Neutrals. (4

5 Name the principal Acids, with their symbols. (5

6 Name the principal Alkalies, with their symbols. (5

7 What four principles are involved in the Atomic theory? (4

8 What are the chemical elements of Water and Air? and describe the characteristics of each. (4

9 Describe the chemical changes produced in the air by breathing. (4

10 What are the tests for detecting Acids, Alkalies, Neutrals, and the principal gases? (6

11 Define Rusting, Combustion, Decay, Respiration; and show what relation they bear to each other. (6

12 What four gases principally form, in varying proportions, all organic matter? (4

13 Describe the processes for producing these gases. (4

14 Describe the specific effects of Oxygen, Nitrogen, Carbonic Acid and Chlorine Gas on respiration. (4

NATURAL PHILOSOPHY.—(60.)

1 Where do objects have the greatest weight, and where the least? (3

2 What is Specific Gravity, and how is that of any solid ascertained? (3

3 What are the respective standards of Specific Gravity for Solids, Liquids, and Gases? (3

4 What difference will be found in the velocity of two falling bodies of the same size and shape, but of different weight? (4

5 In what ratio does the force of Gravity increase and decrease? (3

6 How does the atmosphere affect Specific gravity? and give an illustration. (3

7 State the specific gravity of the Precious Metals—of the heaviest and lightest metals. (4

8 How does the weight of the atmosphere vary, and what is its weight when heaviest? (4

9 What is Capillary Attraction, and what laws affect its force? (4

10 Give some familiar illustration of this force. (3

11 Define Hydrostatics and Hydraulics. (2

12 What law governs the pressure of liquids? and explain the Hydraulic Press. (4

13 Describe the Screw of Archimedes, and its use. (3

14 What instruments are constructed upon the theory of the weight of air? (4

15 Describe two of the most important. (4

16 Define Incidence and Reflection, and state the law governing their relation. (3

17 Name the principle mechanical forces. (4

18 What are the relations of Electricity, Galvanism, and Lightning? (4

ASTRONOMY.—(50.)

1 What is the Zodiac—its width, and what relation does it bear to the orbits of the planets? (3

2 Explain Parallax, and state what celestial bodies have sensible parallax. (5

3 What bodies belonging to the Solar System have orbits not confined to the Zodiac? (2

4 What is the transit of a planet? What planets can be observed in transit, and of what use is its observation? (5

5 What is a Constellation? Name some of the principal constellations. (5

6 What is the extent of the atmosphere of the earth, and what is conjectured by Astronomers regarding the space between the planets and the sun? (3

7 What distinction do you make between a planet and a star? (3

8 What is the relative distance of the nearest fixed star and the sun? (2

9 What is the velocity of light, and what length of time is occupied by a ray of light in traversing the space between the earth and sun? (3

10 Over what portion of the earth's surface are the sun's rays vertical? (2

11 What is the effect of the greatest inclination of the sun's rays on the earth's surface? (2

12 What were Kepler's great laws? (5

13 What is the Radius Vector of the earth's orbit? (2

14 Describe Aphelion and Perihelion, Apogee and Perigee. (4

15 What are Nodes, Conjunction and Opposition of planets? (3

16 What is the difference between Inferior and Superior planets? (2

GEOGRAPHY.—(160.)

1 Name the States which have their principal source of wealth in each of the following products: Manufacture of Cotton and Wool; Fish and Fish Oil; Commerce with foreign nations; Mining and Manufacturers of Iron; Mining of Gold and Silver; Wheat and Corn; Grazing and Breeding of Cattle; Rosin, and Lumber and Products of the Forest; Cotton; Sugar and Rice. (10

2 Name the town or city most largely deriving its wealth from the trade in, or export of, each of these products. (10

3 What States have been acquired by conquest? (5

4 What States have been acquired by purchase, and what one was added by treaty? (5

5 Name the States having the greatest wealth or population, in the order of their rank in these particulars. (30

6 Name the Capitals of these States in the same order, with the river on which each is situated. (10

7 Names the Cities having a population larger than one hundred thousand, in the order of their size. (10

8 Name the countries of South America, with their Capitals, commencing at the North West, proceeding down the Pacific Coast, and then Northerly along the Atlantic and Caribbean Sea. (20

9 Group the countries of Europe under the following classifications: Empires, Kingdoms, Republics. (10

10 Group the principal countries of Europe under the different religions which prevail in each. (10

11 Name ten of the principal cities of Europe which are Capitals, the river on which each is situated—stating the principal characteristics for which each is noted. (30

12 What countries and principal Islands form the Empire of Great Britain, and what are the principal towns in each? (20

UNITED STATES HISTORY.—(110.)

1 Name the persons eminent for their discoveries in the present territory of the United States, stating what part was discovered or explored by each. (10

2 By what Nations cities was the present territory of the United States settled, and state what portion was settled by each. (10

3 Who were the principal persons concerned in each of these settlements? (10

4 Give the name and date of the earliest settlement made by each nation. (10

5 Name the principal wars in which the Colonies were engaged prior to 1770. (5

6 Name the wars in which the United States have been engaged, in the order of their occurrence, giving the date and cause of each. (15

7 Name the principal battles in each of these wars, stating which party was victorious. (15

8 What Presidents owed their election principally to the eminence of their military services? (6

9 What Presidents died in office, and what Vice-Presidents succeeded them? (6

10 What Presidents held office for two terms? (5

11 Name the persons who rose to eminence during the Revolution who were not engaged in military affairs, stating for what services they were remarkable. (8

12 Name the three naval engagements and five land battles fought in the war of 1812, stating which party was victorious. (5

13 What Presidents were elected because of civil services in the Revolution, and which of them died during their term of office? (6

14 What other persons were celebrated for civil services in the Revolution? (4

GOVERNMENT OF UNITED STATES.—(60.)

1 What is the Constitution of the United States? (3

2 What is the difference between the Laws of the United States and the Constitution? (5

3 How may the Constitution be amended? (3

4 Define the respective powers of the President, the Supreme Court, and of Congress. (5

5 What is the process by which any proposed enactment becomes a law? (4

6 How may the Acts of Congress be nullified by the President, and what is his act of negative called? (3

7 How may this nullifying action of the President be overcome by Congress? (3

8 By what body, and in what other way, may a law of Congress be rendered nugatory, or declared inoperative? (3

9 What are the titles of the offices of the Members of the Cabinet? (8

10 How are all heads of Departments, Judges and Principal Officers of the United States Courts, Officers of the customs, Postmasters, and Generals of United States Army elected? (4

11 If Congress should pass laws violating the Constitution, infringing the rights of the States, or depriving citizens of their just privileges, what mode of nullifying their action is provided? (4

12 What rights of citizens are guaranteed by the Constitution? (5

13 How can a citizen of one State maintain a just claim against a citizen of another State? (3

14 Who are defined to be citizens of the United States, and how may aliens become citizens? (4

MODERN HISTORY OF EUROPE.—(6m.)

1 What nationalities have contributed to form the present population of England? (5

2 Name the nations of Europe whose language and customs continue to be modified by the Roman conquest, commonly called the Latin Nations. (5

3 From what nationalities was the present population of France composed? (5

4 What modern people represent the Pictic, Celtic, Gaelic, and Cymric or ancient British? (5

5 By what nations has England been conquered and her people subjugated? (4

6 By what nations has France been conquered and her territory occupied? (5

7 What claim had England to a part of the territory of France, and what Monarchs sought to enforce it? (4

8 What great battles were fought to maintain that claim? (5

9 What two Monarchs of France died in English captivity? (2

10 What Monarchs of France were dethroned or driven into exile, died by assassination or by execution; narrating what influence produced each event? (5

11 What Monarchs of England were dethroned, murdered, executed, or perished in battle; stating the cause or event connected with each? (5

12 State in what forms of Government France has existed, and under what noted Rulers. (5

13 What was the Salic law, and what nation was governed by its observance? (2

14 At what period of English history, and under what Ruler, was that jurisdiction styled The Commonwealth? (3

ANCIENT HISTORY.—(6m.)

1 What was the Roman Triumvirate; of what persons was it composed; and at what period did it exist? (5

2 Under what forms of Government had Rome existed at the period of the reign of Constantine? (3

3 Under what noted Rulers did each of these three forms terminate? stating the characteristics or events for which each was noted. (3

4 What were the titles of the principal officers of the Republic? (3

5 In whom was the supreme legislative power of the Republic invested? (2

6 Into what orders or classes were the inhabitants of Rome divided? (3

7 For what purpose was the Amphitheatre used? What effect did it have upon the Roman character? (3

8 What Emperors of Rome were engaged in war by which the nationality of the Jews was destroyed? and describe their character. (4

9 What Emperors of Rome are recorded as having been engaged in wars in England? (2

10 What were the Punic wars—their number—and against whom were they waged? (6

11 What remarkable Africans were engaged in war with Rome, and what was their success and fate? (3

12 What was the policy of Fabius in warfare, and what celebrated warrior was that policy exerted against? (4

13 Who was the first Christian and the last Pagan Emperor? (2

14 Give the characters for which Caligula, Domitian, Marcus Antonius and Augustus Cæsar were noted. (5

15 For what were Plutarch, Virgil, Horace, Seneca and Cicero famous? 5

16 For what was Julius Cæsar, Nero, Brutus, Julian and Pompey noted? (5

PART II, Plan 8 SELECTION B

SEMI-ANNUAL EXAMINATION FOR GRADUATION, JUNE, 1891.

EXAMINATION REGULATIONS.

To be read to the Pupils before the opening of the examination and kept exposed as a placard.

1. The principal of each school, assisted by the class teacher or teachers, shall personally conduct the examination, and the principal alone is permitted to give directions to the pupils.

2. No person except members or representatives of the Board of Education, the principal and class teacher, and persons duly authorized by the Superintendent of Public Instruction, may be present during any examination.

3. The question papers on the various subjects will be sent to the principal, who must retain them in his own possession, and under no circumstances either open any question paper envelope or allow one to be opened, until the time arrives for examination in that particular subject.

4. All pupils in the First Grade must be examined at the same time in each subject, and so arranged that no two shall occupy the same desk. No pupil may be permitted a second trial in any subject during the same examination.

5. No explanations of questions or help of any kind may be given by any person, and no one may inspect or criticise the work of candidates while in progress. Candidates must not, during any examination, communicate in any way with any person, nor be allowed to have books or other helps of any kind.

6. Any effort on the part of any candidate either to give or obtain aid, must be followed by instant dismission from the room, and by canceling his or her entire examination. Each candidate must rely wholly upon his or her own judgment as to the meaning of any question.

7. No candidate (except in case of sickness) may be allowed during any examination to leave the room and to return.

8. At the hour appointed the envelope is to be opened by the principal in the presence of the candidates and one question paper (except in the case of spelling and defining) handed to each candidate and one to each other person present by authority. The exact time of distribution must be noted and announced, and the candidates are to read and observe any special directions on the question papers.

9. The answers must be written in ink on white paper of foolscap size, and numbered to correspond with the questions.

10. Before writing the answer to the first question each candidate must write on the first line his or her name and number, on the second line the number of the school and the day of the month, and on the third line the subject; and the same must be repeated whenever the pupil requires an additional sheet in answering the questions on any subject.

11. At the expiration of the time allowed for the examination in each subject, the writing of answers must instantly cease, and each candidate must make the following declaration:

12. (*To be read by the principal.*) Do you now, at the close of this examination, declare that you have neither given nor received assistance of any kind? If so, write immediately after your last answer the words:

> "*I hereby declare that I have neither given nor received assistance of any kind.*"

and underneath *subscribe your name.*

13. Every set of papers lacking this *full declaration* and *signature*, however satisfactory in other respects, must be rejected on the presumption that the required declaration could not conscientiously be made.

14. The answer papers (which are not to be folded) must be immediately collected and not afterwards submitted to the candidates for inspection, and the answers must not be changed by any person.

15. The principal, or the principal assisted by the class teacher or teachers, must examine and mark the answer papers, arrange them in order, and do up those on each subject in a separate package. These, together with the formal report, are to be sent within one week after the close of the examination to the Superintendent of Public Instruction. Diplomas and cards of admission to the High Schools will be forwarded by the Superintendent to successful candidates.

16. It is required that the principal shall certify that, to the best of his knowledge and belief, the entire examination was conducted according to the preceding regulations.

WM. H. MAXWELL,
Superintendent.

Source: Superintendent's Annual Report for the Year Ending December 31, 1891 (Brooklyn: Board of Education 1892), pp. 128 - 138.

PART II, Plan 8 SELECTION B (Cont'd)

EXAMINATION QUESTIONS FOR GRADUATION FROM THE GRAMMAR SCHOOLS AND FOR ADMISSION TO THE HIGH SCHOOLS, JUNE, 1891.

SPELLING AND COMPOSITION.

Time—Monday, June 22, 9:30 A. M. to 12 M.

☞ The use of slates will not be permitted. Collect everything written by the scholars. This paper will not be shown or handed to the pupils until after the close of the examination.

☞ Exercises to be dictated by the examiner.

[The Examiner is Requested,

First, *to inform the scholars that any change in a word after it is written, will be counted an error;*

Second, *to read the following passage to them in order that they may catch its general import;*

Third, *to dictate it very slowly, giving them ample time to write it;*

Fourth, *to allow them five minutes to read over and punctuate what they have written.*]

1. Write from dictation: (30)

"You are a good friend!" said Archer; and with great eagerness he pulled down the fortifications, whilst every hand assisted. The room was restored to order in a few minutes, the shutters were thrown open, the cheerful light was let in. The windows were thrown up, and the first feeling of the fresh air was delightful. The green playground appeared before them, and the hopes of exercise and liberty brightened the countenances of these voluntary prisoners.

But, alas! they were not yet at liberty. The idea of Dr. Middleton and the dread of his vengeance, smote their hearts. When the rebels had sent an ambassador with their surrender, they stood in pale and silent suspense, waiting for their doom.

"Ah!" said Fisher, looking up at the broken panes in the windows, "the doctor will think the most of that!"

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☞ In marking the dictation work, one credit will be deducted for each error in spelling, punctuation, the use of capitals, the omission of quotation marks, the omission or substitution of words, etc. The punctuation may differ from the above without being wrong.

2. Write from dictation: (30)

1. incessantly.	11. benevolence.	21. landscape.
2. merriment.	12. convenience.	22. attitude.
3. appellation.	13. genuine.	23. unconscious.
4. eccentricities.	14. rethine.	24. doubtless.
5. crystal.	15. genteel.	25. grotesque.
6. delicious.	16. irresistible.	26. panel.
7. caresses.	17. innumerous.	27. seizure.
8. architecture.	18. genealogy.	28. despondency.
9. monarchial.	19. ostensibly.	29. handkerchief.
10. physiognomist.	20. impunity.	30. grandeur.

3. Write a composition, containing not less than 250 words, on the life of George Somers (mentioned in Irving's "The Widow and Her Son"). Use the following outline (to be written on the blackboard): (35)

(*a*) Boyhood and school days.
(*b*) Work at home.
(*c*) On a river boat.
(*d*) The press-gang.
(*e*) Life on a man-o'-war.
(*f*) Home to die.

To the Examiner: It will be noticed that the credits for this paper amount to 95. Five additional credits will be awarded to each pupil whose penmanship is conspicuously good. In every case when these additional credits for penmanship are given, the fact will be stated in writing by the examiner at the top of the first page of the pupil's manuscript.

In marking the composition, deduct one credit for each mistake in spelling and one-fourth of one credit for each mistake in punctuation.

Deduct three credits for failing to make a paragraph where one should be made, or for making a paragraph where one should not be made.

Deduct two credits for each badly arranged sentence, and two credits for each error in grammar.

From the remainder deduct a reasonable amount for the omission of important details or for faults in arrangement.

CRITICAL READING.

Time—Monday, June 22, 1 to 3 P. M.

☞ The use of slates will not be permitted. Collect everything written by the scholars.

[The subjects of this examination are Longfellow's "*The Building of the Ship*," "*The Hanging of the Crane*," "*Morituri Salutamus*;" Irving's "*The Widow and her Son*," "*Christmas Eve*."] 211

To the Examiner: It will be noticed that the credits for this paper amount to 94. Six additional credits will be awarded to each pupil whose arrangement of matter on the page is conspicuously good. In every case where the additional credits for arrangement are given, the fact will be stated in writing by the examiner at the top of the first page of the pupil's manuscript.

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SELECTION B (Cont'd)

1. In "Christmas Eve," Irving makes two quotations from Shakespeare. Give the quotations, and tell the connection in which each of them is introduced. (12)

2. Quote from "The Widow and her Son," the paragraph in which the sorrows of the rich and the young are compared with the sorrows of the poor and the aged; or, that in which the love of a mother for her son is described; or quote not less than 100 words from "Christmas Eve." (15)

☞ Deduct one credit for every mistake made in giving the quotation.

3. In the following from "The Hanging of the Crane," what is it that is compared to "The reflection of a light," etc.? (10)

As the reflection of a light
Between two burnished mirrors gleams,
Or lamps upon a bridge at night,
Stretch on and on before the sight,
Till the long vista endless seems.

4. Write in the poetic form the following from "The Building of the Ship": (12)

The Master's word enraptured the young man heard; and as he turned his face aside, with a look of joy and a thrill of pride, standing before her father's door, he saw the form of his promised bride. The sun shone on her golden hair, and her cheek was glowing fresh and fair, with the breath of morn and the soft sea air.

5. Explain the allusions in the following: (15)

(*a*) Ah! if our souls but poise and swing
Like *the compass on its brazen ring*.

(*b*) I see the table wider grown,
I see it garlanded with guests,
As if *fair Ariadne's crown*
Out of the sky had fallen down.

(*c*) One is a wanderer now afar
In *Ceylon* or in *Zanzibar*,
Or sunny regions of *Cathay*.

(*d*) The great *Italian poet*, when he made
His dreadful journey to the realms of shade.

(*e*) *Aladdin's Lamp*, and *Fortunatus' Purse*,
That holds the treasures of the universe.

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6. In "Moriturí Salutamus," Longfellow quotes from Dante. What application does he make of the words quoted? (10)

7. Mark the accented syllables in the following lines, and state the meter: (10)

A quiet smile played round his lips,
As the eddies and dimples of the tide.

8. Give the derivation of each of the following words, and explain its meaning: (10)

1. immemorial.
2. precedent.
3. pedantry.
4. obsolete.
5. superannuated.
6. hereditary.
7. emanation.
8. predilection.
9. factotum.
10. ponderous.

GRAMMAR.

Time—Tuesday, June 23, 9:20 A. M. to 12 M.

☞ The use of slates will not be permitted. Collect everything written by the scholars.

1. Let him not boast who puts his armor on,
2. As he who puts it off, the battle done.
3. Study yourselves; and most of all note well
4. Wherein kind Nature meant you to excel.
5. Not every blossom ripens into fruit:
6. Minerva, the inventress of the flute,
7. Flung it aside, when she her face surveyed
8. Distorted in a fountain as she played;
9. The unlucky Marsyas found it, and his fate
10. Was one to make the bravest hesitate.—*Longfellow.*

(*The first seven questions refer to the selection given above.*)

1. Analyze the sentence contained in the first two lines. (10)

2. What kind of phrase is *most of all* (third line), *of the flute* (sixth line), *in a fountain* (eighth line), *to make the bravest hesitate* (tenth line)? Give a reason for your answer in each instance. (8)

3. Point out a noun phrase, and give its syntax. (4)

4. Write in full the clauses you find in the fourth, seventh, and eighth lines. Classify each clause, and give its syntax. (12)

5. What is the mode, the subject, and the object of *note* (third line)? (3) What kind of adverb is *wherein* (fourth line), and what are its functions? (3) What is the object of *meant* (fourth line?) (1) What is the case of *inventress* (sixth line)? Why? (2) What part of the verb is *distorted* (eighth line)? What does it modify? (2) What part of speech is *one* (tenth line)? What is its case? Why? (3)

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6. Why is the word *Nature* printed with a capital? (2)

7. Give the rule for the use of the comma in the second line. For the use of the semicolon in the third line. For the use of the colon in the fifth line. (9)

8. Transpose the words in the following sentence into the usual order: (5)
Silently, one by one, in the infinite meadows of heaven,
Blossomed the lovely stars, the forget-me-nots of the angels.

9. Improve the order of words in the following sentences and give a reason for each change: (6)

(*a*) They courageously fought all day long.

(*b*) He has left shamelessly his friends in the lurch.

(*c*) The resolution was only carried by a majority of one.

10. Combine the following sentences into a simple sentence. (5) Into a complex sentence. (5)

Raleigh was one of the most brilliant men at the court of Queen Elizabeth. He was also one of the most ambitious. He certainly was one of the most gifted men of that brilliant time.

11. Change the following complex sentence into a simple sentence: (5)

Gessler placed the hat on a high pole in the market place, and ordered that every Swiss who passed should bow to it.

12. Correct the errors in the following sentences, and give a reason for each change: (6)

(*a*) It is now about 400 years since the art of printing has been discovered.
(*b*) New York is the largest of all other cities in the country.
(*c*) He told you and I to go.

13. Decline in both numbers the following words: *thou*, *woman*, *which*. (6)

14. Write the following parts of the verb *take* in the third person singular. (6)

Active voice—*present subjunctive, past indicative.*

Passive voice—*past perfect indicative.*

CIVIL GOVERNMENT.

Time—Tuesday, June 25, 1 to 3 P. M.

☞The use of slates will not be permitted. Collect everything written by the scholars.

1. What officers of the Brooklyn city government are elected by the people? (3)

Name four administrative officers that are appointed by the Mayor as heads of departments. (4)

What boards are appointed by the Mayor? (3)

What are the duties of the Comptroller and the Auditor? (6)

How are the amounts to be raised by taxation each year in Brooklyn determined? (2)

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How is the principle of "responsibility to the people," illustrated in the Brooklyn city government? (2)

2. Classify and define the forms of colonial government in existence at the beginning of the Revolution. (9)

In what respect did these forms of government agree? (3) In what respect did they differ? (3)

In the colonial governments, what body controlled the expenditure of the public money? (5)

3. Mention four functions of the governor of New York. (8)

In case of war entered upon by the Federal government, what is the duty of a State governor? (4)

In case of a riot which the local authorities are unable to suppress, what is the duty of the State governor? (4)

Whence is his power to act in the two last mentioned cases derived? (4)

4. Describe the judiciary system of New York State. (5)

How are judges of the City Court of Brooklyn elected? (2)
How are judges of the Supreme Court elected? (3)
How are judges of the Court of Appeals elected? (2)
What classes of cases are tried in Federal Courts? (3)

What rights does the National Constitution guarantee to an accused person? (5)

If a man were arrested for an alleged offense and kept in jail for a year without being brought to trial, what provision of the National Constitution would be violated? (2)

5. Give the authority in the National Constitution for the following:
(*a*) The establishment of a military academy at West Point. (4)
(*b*) The erection of a postoffice building in Brooklyn. (4)
(*c*) The payment of pensions to soldiers wounded in the Civil War. (4)
(*d*) The establishment of a National banking system. (4)
(*e*) The granting of a patent on a new incandescent electric light. (4)

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ELEMENTARY ALGEBRA.

Time—Wednesday, June 24, 9:30 A. M. to 12 M.

☞The use of slates will not be permitted. Collect everything written by the scholars. No credit will be given for an answer unaccompanied by all the work that produced it.

1. Write the following in the form of an algebraic expression:

The product of $a+b$ and m is less than the cube root of the square of x. (10)

2. Simplify the expression, $2m-\{n-(3m-2n)\}$. Enclose in parenthesis, preceded by the sign —, the last three terms of $x^3y-x^2y^2+xy^3+y^4$. (10)

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3. Divide $a^3-(12a^2-14ab+10b^2)-b^3$ $(a^2+8ab-4b^2)$ by $2(3a^2-2a^2b)-b^2(3a-2b)$. (10)

4. Reduce $x^2-3x-\dfrac{2x(3-x)}{x-2}$ to the form of a fraction. (10)

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5. Reduce to its simplest form,

$$\frac{\frac{1}{1-x}-\frac{1}{1+x}}{\frac{1}{1-x}+\frac{1}{1+x}} \quad (10)$$

6. Find the Least Common Multiple of $ax-ay-bx+by$, $(x-y)^2$, and $3x^2b-3xb^2$. (10)

7. Divide $70 between A, B, and C, so that A's share may be $\frac{2}{3}$ of B's, and C's share $\frac{3}{5}$ of A's. (10)

8. Forty coins, composed of eagles and half-eagles, amount to $270. How many of each kind are there? (10)

9. Given $\frac{x+3y}{2x-y} = \frac{7y-x}{2x+2y}$, to find x. (10)

10. Find three numbers such that the sum of the first and second is 10, of the second and third is 17, and of the third and first is 15. (10)

ARITHMETIC.

(DICTATED.)

Time—Wednesday, June 24, 1 to 3 P. M.

☞ The use of slates is not permitted. Collect everything written by the scholars. This paper will not be shown or handed to the pupils until after the close of the examination.

Questions to be Written.

(Each of the following questions will be read ONCE AND ONLY ONCE to the scholars by the PRINCIPAL, who, in every case, will note the exact time when the reading is finished. When the time allotted to the question has expired, he will call *time*, whereupon the scholars will immediately lay down their pens and take position, those who have not finished the work first drawing a dash in place of the missing figures of the answer. Before the next question be read, the CLASS TEACHER will inspect all the papers and see that this requirement has been complied with.)

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1. Add 5,879; 978; 4,365; 708; 25,863; 91; 576; 9; 17,095; 8,456; 877; 25; 959; 88; 3,791; 980; 85. (10)

Time, 1½ minutes.

2. Multiply 9876½ by 857. (10)

Time, 2 minutes.

3. Divide 210,846,000 by 687. (10)

Time, 3 minutes.

4. Give answer in lowest terms. Multiply $\frac{12}{35}$ by $3\frac{7}{9}$, by $\frac{15}{42}$ by $14\frac{14}{25}$, and divide product by $6\frac{1}{4}$. (10)

Time, 4 minutes.

Questions to which Answers alone must be Written.

(When the following questions are read (ONCE AND ONLY ONCE) by the PRINCIPAL, the scholars will not touch their pens until the examiner calls *time*, when every one will take his pen promptly, write the answer or a dash in its place, and at once resume position. Before the next question is read, the CLASS TEACHER will see, as before, that this requirement has been complied with.)

5. At 2½ per cent. an agent receives $15 for collecting a bill. How much does he remit to his employer? (10)

Time, 2 minutes.

6. A man paid $\frac{3}{10}$ of his money for clothes, $30 for rent, and had $\frac{1}{5}$ of his money left. How much had he at first? (10)

Time, 3 minutes.

7. Three-fifths of a yard of ribbon costs 7½ cents. How many yards can be bought for $5? (10)

Time, 3 minutes.

8. Eight men cut 20 cords of wood per day. How long will six men require to cut 80 cords? (10)

Time, 3 minutes.

9. What will be the cost of 15 bushels of wheat at $1.24 per bushel? (10)

Time, 2 minutes.

10. Three hundred lead-pencils are divided among the clerks in an office. Each receives 14, and there are 6 left. How many clerks in the office? (10)

Time, 3 minutes.

ARITHMETIC.

(WRITTEN.)

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Time—Thursday, June 25, 9:30 A. M. to 12 M.

☞ The use of slates is not permitted. Collect everything written by the scholars. No credit will be given for an answer unaccompanied by all the work that produced it.

1. Bought 140 yards of cloth at $1.65 per yard. Sold $\frac{2}{5}$ of it at $1.95 per yard. At what price per yard must the remainder be sold to gain 10 per cent. on the whole? (10)

The product of three factors is $1\frac{1}{2}$. One of the factors is $\frac{1}{2}$; the remaining two are equal. What are the equal factors? (10)

PART II, Plan 8 . SELECTION B (Cont'd)

3. What per cent. do I gain or lose by deducting 20 per cent. from the price of goods marked 20 per cent. above cost? (10)

4. In what time will $1,397 amount to $1,431.27 at 4 per cent.? (10)

5. Express in pounds and fraction of a pound the weight of a pint of water. (A gallon contains 231 cubic inches. A cubic foot of water weighs 1000 ounces.) (10)

6. One side of a rectangular field containing 21½ acres, measures 180 rods. What is the length of the diagonal of the field? (10)

7. The population of a certain city was, in 1880, 14,500: in 1890, 124,250. What is the percentage of increase? (10)

8. A man bequeathed one-third of his property to his wife, one-fourth of the remainder to each of three daughters, the rest to his son. The difference between his wife's share and that of his son was $6,750.75. How much did each receive? (10)

9. Which is the greater discount, 40 and 20 per cent. or 50 and 10 per cent.? Why? (10)

10. A bar of iron is 6 feet long, 15 inches wide, and 10 inches thick. How much is its length increased, when the width is reduced by rolling to 5 inches and the thickness to 4 inches, the bulk remaining the same? (10)

SUGGESTED ACTIVITIES

BUSINESS

- Review the 1875 exam. Ask the students to look closely at the arithmetic section. Determine if there are any business questions included. If so, ask the students to try to answer them. Discuss why such material would be included in this section of the exam. 13 14

- Review the 1891 exam; ask the students to determine if there are any business-oriented questions contained within it.

- In an entire-class discussion, list possible reasons why "business" was not a separate subject on the exams in the late 1900s.

ENGLISH

- Visit the Re-creation of a nineteenth-century classroom, and discuss how it would feel to take an exam under such conditions. 13 14

- Using both the 1875 and 1891 examinations; review the sections which relate to our contemporary study of "English." 13 14 17 18
  - List all of the unfamiliar works and research their meanings. Discuss these terms as a whole group. 19
  - The teacher should take the exam and then ask the students to do likewise. Share results, reactions, etc. In an essay, describe what it felt like and meant to you to do this. T
  - Write a poem on the theme: "Studying for exams never Changes" or "Exams, Why? Why? Why?" N T

- Videotape a dramatization of an exam period in 1875 or in 1891. Have a student role-play the teacher. Come in costumes and use either the Re-creation Room or a decorated classroom. R U

- Ask each student to prepare a speech to be delivered to the class in which he/she assumes the role of a student in 1875 who is urging Board of Education officials either to change or eliminate their new uniform examination policies. Videotape and analyze for public speaking, content, delivery, and whether such an argument would, in fact, get positive reactions from the Board. Do the same for the Year 1979. 13 14 O R

ENRICHMENT

- Students should be divided into working committees to research what was happening in the world, the United States, New York, and Brooklyn from 1875-1892. Include the development of the Brooklyn School System. 11 12
  - Each committee should add elements to a graphic-display timeline stretching from 1875 to 1892. (This timeline should eventually be extended to reach to 1979. It should be displayed in a central area of the building so that all can see. Perhaps the Library and the Social Studies department and any other interested department could work jointly on the construction of the timeline and the T

selection of its location. The library might be able to house such a display permanently.

- Use available slides or photographs to create a display of city life in the period from 1875 to 1892. Students could select appropriate music and write a script for the photographic show. Tape this and make it available for those who want to view this multimedia event. 11 12 C T

FINE ARTS:

- Design a multi-media display depicting the period 1875-1892. (Note: the Art department might want to work with the Social Studies department on this to pool resources and talents.) Syncronize slides and music, do videotape dramatizations, display period crafts, etc. Visit The New York Experience, 1221 Avenue of the Americas, to see an elaborate, multimedia display about the history of the City. 11 12 T N T

- Create a collage symbolic of the contents of the 1875 exam or on the theme "studying in 1875." 13 14 T

- Sculpt or model a student sitting at an old-time desk. Create a miniature 1875 classroom. Add a model of a teacher. Put this miniature classroom on display where the entire school may study and admire it. 13 14 T

MATHEMATICS:

- After reviewing the contents of the 1875 examination which was given to the highest grade grammar student, have the class identify the topics which they think would be related to the study of mathematics. 13 14
  - Introduce the term mensuration and ask the students to define it and to distinguish it from geometry.
  - Determine what areas of mathematics are not included in this exam.

- The teacher should first take the exam and then ask his/her students to do the same. Analyze how they did. What areas caused problems? How did they feel? Share how the teacher felt taking the same exam. 13 14

- Review the 1891 exam and compare the types of questions which were asked in 1875 and 1891. Are the exams different or similar to our present-day exams? 13 14 17 18 19

- Change some of the problems to metrics and answer.

SCIENCE

- Divide the class into committees and research the scientific advancements which were made in the period from 1875 to 1892. Either independently or in conjunction with the Social Studies department, create a timeline to display "The March of Scientific Advancement." (See above for suggestions of an interdisciplinary timeline .) 11 12 13 W

- Share with the students the 1875 examination questions. Explain that it was the test for the highest level of the Grammar Grades.

  1. Identify the subject areas contained in the

exam which are related to science.

2. Discuss the term "natural philosophy" and how it relates to today's study of physics. W

- The teacher should take the exam first and then ask his/her students to do the same. Discuss the results, how it made you feel, and the very nature of the questions. (Use the Recreation of a nineteenth century classroom for the setting if possible.) 13 14 L

- Individually examine the questions and determine if there are any which he/she feels are outdated today. Share opinions with the whole class and discuss reasons for such opinions.

- After examining the questions, the student should list any terms which are unfamiliar to him/her. Individually, research the terms and then discuss the questions again. Is the question blurred by unfamiliar terms or is it conceptually an unfamiliar area?

- Discuss in a whole-class setting what seems to be the general focus of the questions? What type of knowledge and thought processes would be needed to answer the questions?

- Design a cartoon depicting a student in 1875 taking the exam's science sections. Graphically display his thoughts. N T

- Design a cartoon of yourself taking the 1875 exam in the year 1979. What were your thoughts? N O T

- Discuss in a whole-class what you think the class of the year 2070 will be asked to answer on an exam? Will they study in a different way from the way we study today? Do we study in a way different from that of students of 1875? Write an essay on one or more of these related topics. V

(Hint: In 1875, there were no home telephones, automobiles, incandescent lights, radios or televisions, all of which affect our study habits today.) W

- Draw a picture or a cartoon series depicting a student studying for an exam in 1875, 1979, 2079 and be sure to show the impact of science and technology upon his/her study habits. 13 14 T V W

- Plan a trip for your class or Science Club to the Smithsonian Institute in Washington D.C.; or if you want a closer facility, go to the Museum of the City of New York, Museum of Natural History, The New York Experience, or the Burlington Mills Exposition. I W

- Debate: Studying for a Science exam in 1875 was easier than studying for a science exam in 1979. Video-tape the debate and analyze the points made. 13 14 M

SOCIAL STUDIES:

- Ask the students if they think that "exams" are a twentieth-century phenomenon or that there always have been evaluative procedures. Elicit from them their feelings about examinations: are they useful? to whom? should they be uniform? Then show the class a copy of the first uniform examinations used in the New York Public School System in 1875. The exam was 13 14

given in the "academic" or supplemental classes of the grammar schools. Remember there were no day public high schools at that time, and in 1878 it was the Central Grammer School which consolidated all of the supplemental classes. Review this background information with the students.

- Review the exams silently for several minutes. Then discuss the range of subject areas which are included. Design a cartoon which depicts a student in 1875 who is studying the night before this exam. You may want to include some of the parental or societal pressures that you think he/she might be under.

- Individually categorize the subjects which are covered. This may be done in accordance with their modern-day categorical counterparts, i.e. "social studies", "general science", etc. Individually, diagram their counterparts.

- Examine in more detail the nature of the questions under the subject areas which you think would be included in "social studies" today. Ask the students to take parts of the exam. (of course, all teachers should try to take it first!) Discuss in a whole group whether or not the students or the teacher thought the exam was very difficult.

Discuss:

a. What do you think is the purpose of such an exam?

b. What type of knowledge or power of thinking does it really test?

c. What does it say about the focus of schooling in 1875?

d. Are today's exams similar or different, better or worse than the 1875 exam?

From this discussion, ask the students to write a brief essay on the topic: "Examinations 1875/1979. A Comparative Analysis."

Note: The class might enjoy these activities and get more into the spirit of 'days-gone-by' by taking and analyzing the exam in the facility designed to be the Re-creation of the nineteenth century classroom.

The entire class should review the 1891 examination which was given to determine whether or not a student was eligible to enter the high schools (Boys High and Girls High).

- Divide the class into groups. Ask each group to compare elements of the 1875 and 1891 exams. Include differences in format, subject areas, types of questions, etc. Small groups should share their analysis with the whole class. Make a comparative-analysis diagram for exhibit in your class-

room Centennial area or for a hallway display.

- The teacher should try to take the exam and then should ask his/her students to do the same in the area of Civil Government. Discuss emotions, reactions, results. If it seems wise, students could display their test results.

  Note: Again, use the Re-creation of a nineteenth-century classroom for this activity.) (Students should research answers to the exam questions for 1891.) L

  1. Use a dramatization technique in which a student role-plays the teacher in the exam situation. R

  2. The exam questions should all be discussed in relationship not only to the subject matter itself, but also in light of the context of the time period in which the exams were given. 11 12 13 14 17 18 19

Plan #9
School Life

PART II OUR SCHOOL: THE EARLY YEARS, 1876-1892

Questions

What did the Nostrand Avenue school look like? Who designed it in the 1880s?? What did it look like after the 1892 addition?

Understandings

- School architecture has a unique history. It reflects not only the popular styles of the times but also the educational theories which are currently in vogue.
- Our educational environment affects our outlook on school and our performance within the institution.

Materials

Selection A - A copy of a photograph of the Girls High School building on the corner of Nostrand Avenue and Halsey Street showing approximately how it looked at the turn of the century. Another addition was added in 1912. (Photo is courtesy of the New York City Landmarks Preservation Commission.)

Selection B - Five technical drawings* of the Girls High building and proposed additions and alterations. (Supplied by the Division of School Buildings, N.Y.C. Board of Education.)

Selection C - A brief biographical sketch of the architect (See Part 1, "Our School Today.")

Selection D - Two articles from the June 1964 Girls High School Record.

Code References

Numbers indicate pages in History.
Letters indicate Special Events.

PART II, Plan 9

SELECTION A

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226

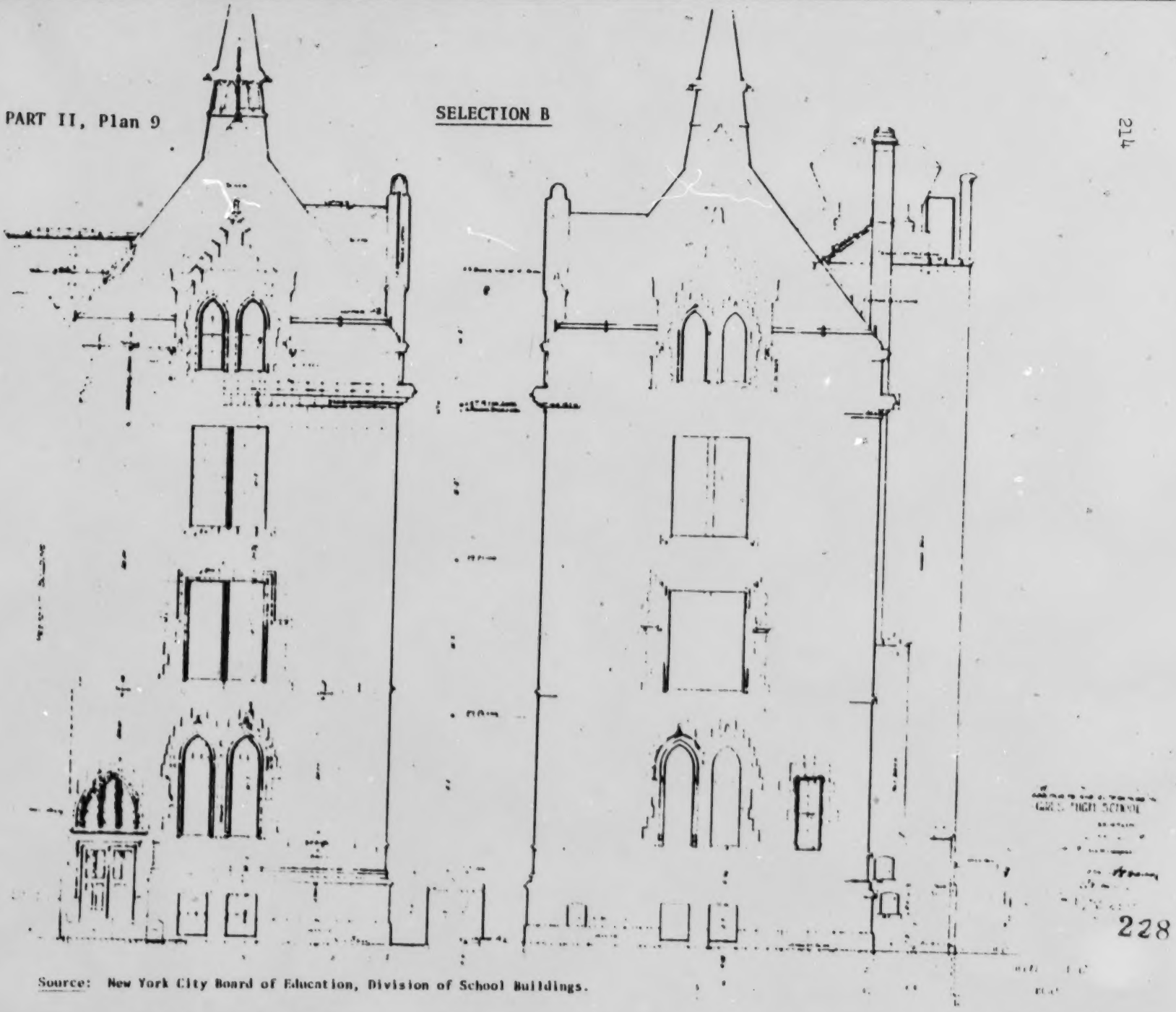
Source: New York City Landmarks Preservation Commission,

GIRLS' HIGH SCHOOL.

NOSTRAND AVENUE, CORNER HALSEY STREET.

PART II, Plan 9

SELECTION B



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Source: New York City Board of Education, Division of School Buildings.

SELECTION B (Cont'd)

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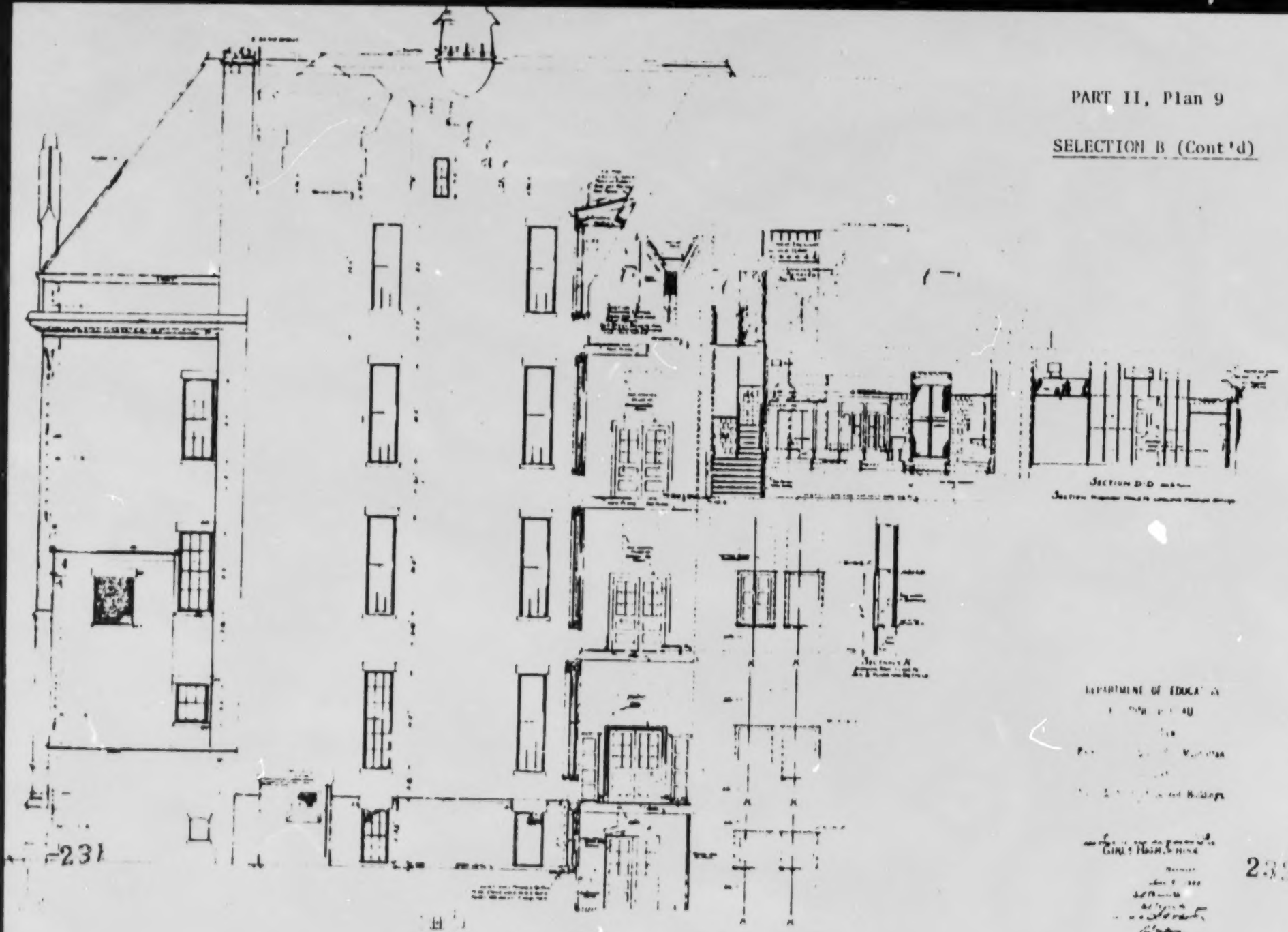
SELECTION B (Cont'd)



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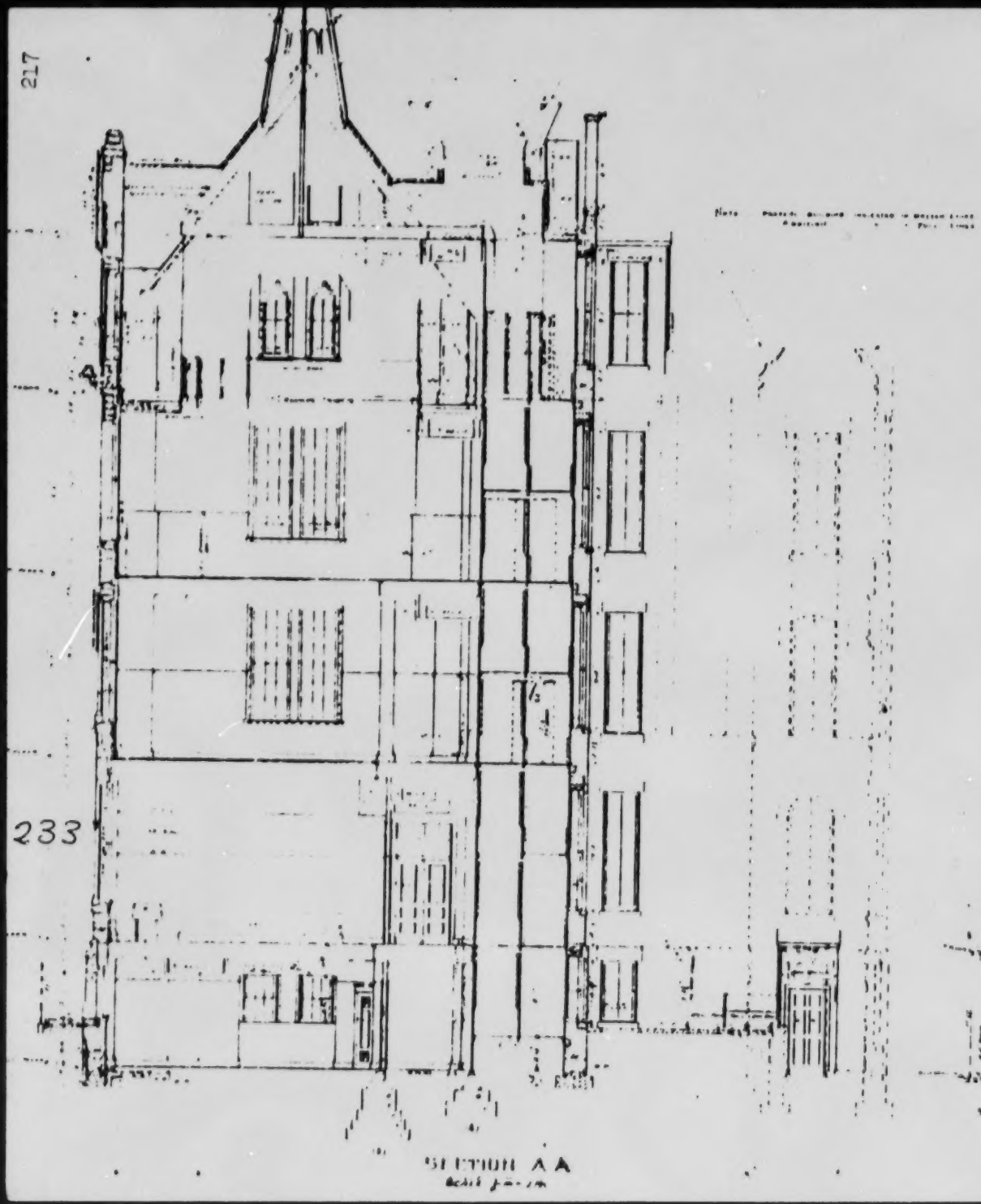
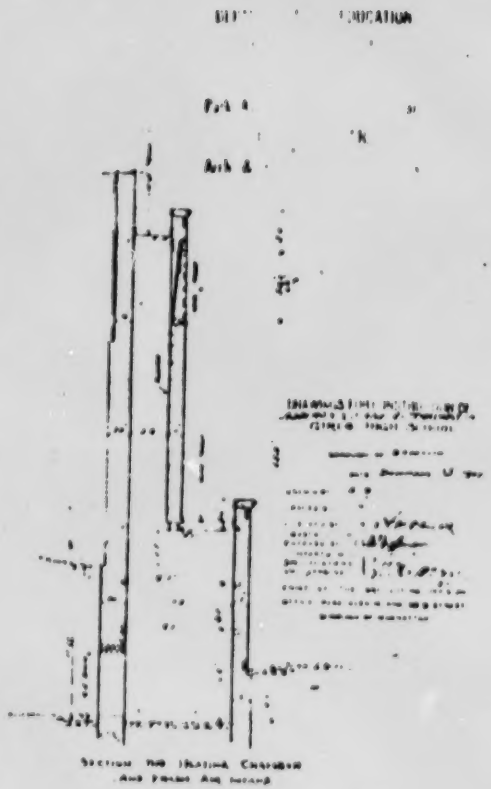
PART II, Plan 9

SELECTION B (Cont'd)



SECTION A A



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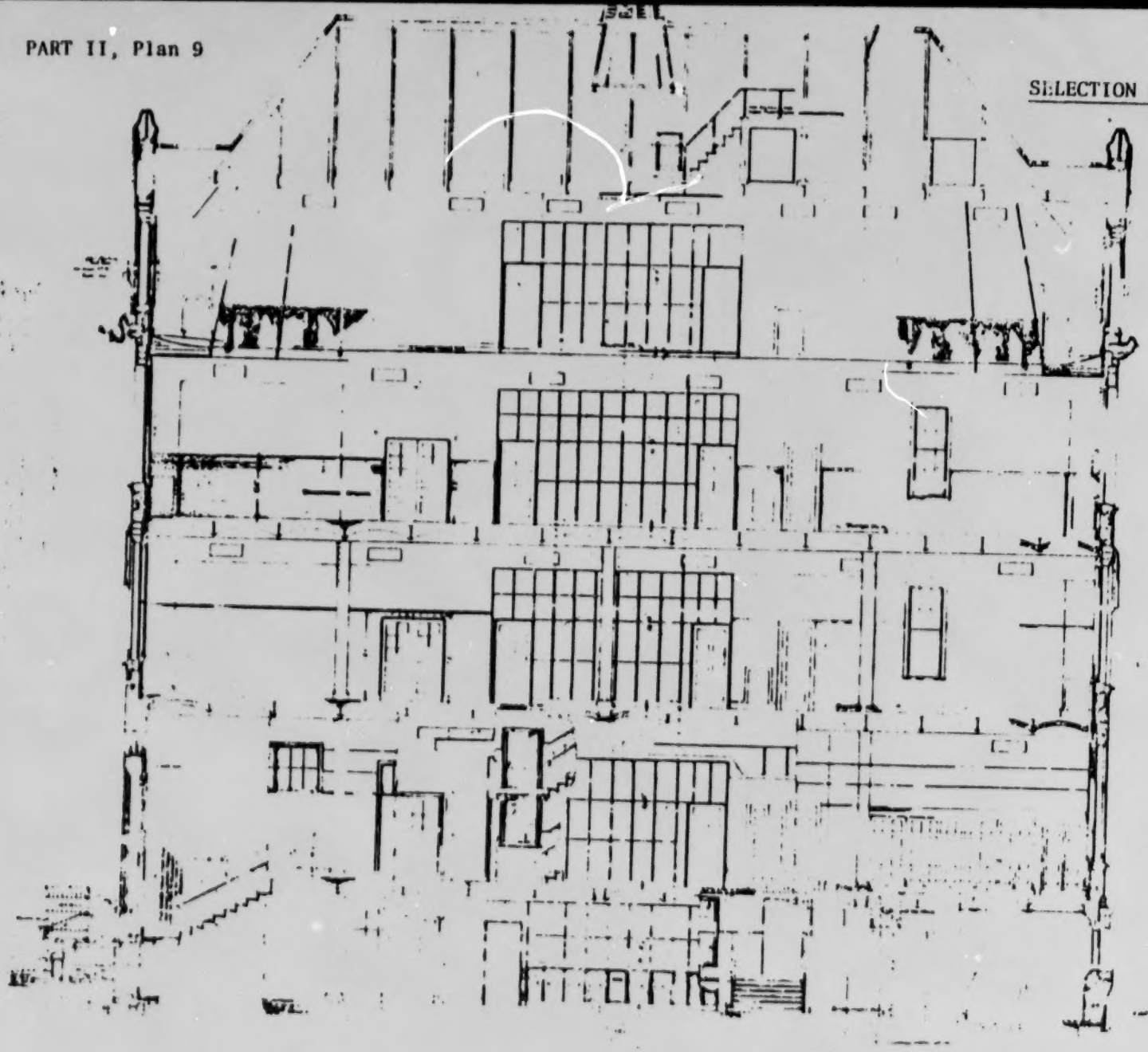

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SECTION B. B.

PART II, Plan 9 SELECTION C

JAMES W. NAUGHTON, ARCHITECT

Like many of the students who were later to study in Boys High, James Naughton was himself an immigrant. He came to this country at the age of eight with his family.

As a young man, Naughton worked in a local dry goods store and then pursued his architectural studies at the University of Wisconsin and Cooper Union.

By 1879 he had served as the Superintendent of Buildings for the City of Brooklyn and had been appointed as the Superintendent of Buildings for the Brooklyn Board of Education.

More than two-thirds of the schools constructed in Brooklyn in the latter half of the nineteenth century have been attributed to the designs of James W. Naughton. In 1891, at the age of fifty-one, he proudly witnessed the final stages of construction of Boys High School -- a building which would ultimately be judged one of his finest designs.

Among the other celebrated buildings planned by Naughton is Girls High, which combines a variety of architectural styles including what has been called "French Second Empire with Victorian Gothic features."

It is inspiring to note that the son of poor immigrants developed in this city until he was able to leave a splendid artistic legacy.

Source: K. Morin, A History of Boys and Girls High School (New York: New York City Board of Education, 1979), p. 8.

PART II, Plan 9 SELECTION D

GROWING SCHOOL BUILDS NEW ADDITION

The original building had no library and no gymnasium. It ended with what is now the center staircase, [illegible] excluding the entire 119 and 113 wings, the auditorium, lunchrooms, and science laboratories. There was an assembly room, formed by rolling back the doors between all the rooms on the third floor, with the exception of 323 and 329. The speakers' platform, on which graduation exercises also took place, is now room 301, the health education office, where Miss Powell and Miss Konstant hold forth.

Starting with but 800 pupils, the school grew so rapidly that additions to the original building soon had to be made. An unsigned memorandum, written before 1902, proudly boasts that "The equipment of the building is not surpassed by that of any other high school in the country. Besides sixty-eight classrooms there are chemical and physical laboratories and lecture rooms, offices for the principal and his assistants, a reference library and reading room, a lecture hall seating 500 and an assembly hall with a capacity of 1800."

The school building has had two additions, one in 1892 which added the auditorium and the wings (119 and 113) and another in 1912 when Room 1A, the present offices of the principal, and the library and the gymnasium were added.

In the brand new auditorium of which they were so proud, the assembly might hear the Glee Club rendering such soul-stirring numbers as "Hearts as Light As Air" by Weckerlin or "Sirens of the Danube" by Capessou. However, to the consternation of at least one watchful grandmother, a far more robust influence emanated from the platform one never-to-be-forgotten day in 1909. As a graduate of that year wrote us only recently,

"The most unique guest speaker that I can recall was Col. William Cody-Buffalo Bill. My grandmother was distressed that a school of the standing of Girls High should invite such an uncouth person as Buffalo Bill to appear before young ladies from homes of refinement!

"For myself I am glad and proud that I had a chance to see such a famous frontiersman of my time. His speech was excellent and his appearance very distinguished with his long flowing hair."

Stained Glass — Windows Provide Splendor

Ivy no longer graces the outer walls of the building as it did in the old days but the interior still has touches of turn-of-the-century elegance.

The first pipe organ to be installed in the high schools was the one which was placed in Girls High School in 1903. It had two manuals and pedals, the action being pneumatic. The original cost was $3,000. In 1911 a third manual was added and the pneumatic action gave way to the electic organ whose tones will reverberate for the last graduating class of Girls High School in June, 1964.

The Tiffany stained glass window between Rooms 116 and 117 commemorates the second principal of Girls High—Dr. Calvin Patterson. It portrays King Charlemagne of France with Alcuin, his great scholar and teacher who took charge of the educational affairs of the French Kingdom. Alcuin is shown turning over the leaves of one of his works on astronomy while the great king standing beside him, listens to the explanation of the right method of calculating Easter, and the relation of the sun to the moon. Over their heads are seven burning lamps, symbolical of the medieval liberal arts course of study—the trivium and the quadrivium. It is thought that the designer, Frederick Wilson, perpetuated the likeness of Calvin Patterson in the figure of Charlemagne.

The stained glass window in the library was a gift of the alumnae to the school on the occasion of the twenty-fifth anniversary of its opening in 1911. The two figures there portray Knowledge and Wisdom.

Source: "Growing School Builds New Addition" and "Stained Glass Windows Provide Splendor," Girls High School Record 19:4, June 1964.

CHEMISTRY:

- Discuss the use of copper in buildings. What are its qualities which made it attractive to use on buildings. Discuss how it changes color as it weathers and ages. Identify other famous New York structures made of copper. (Note: Technical drawings called for copper tower on Girls High.) — 16 17 18 W

- Visit or tour downtown Brooklyn or Manhattan. Identify copper structures. (Note: Statue of Liberty is most famous structure made of copper sheets). Question if the color of copper might give clues as to the age of buildings. — I

- Experiment with copper to reveal its useful architectural qualities and color change due to oxidation.

ENGLISH:

- Above the doorway on the Girls High School Building was an inscription that read: "Central Grammar School." Write a poem dedicated to the old building based upon the way it looks today and the way you imagine it looked in 1886 when it opened and girls entered for the first time through its doors. — 16 17 18

- Debate whether or not old buildings should be preserved and designated as historic landmarks, or if the old should give way to the new. (Use your knowledge or Boys and Girls High and other historic buildings or develop a more general argument.) — 16 17 18 J M

FINE ARTS:

- From the copy of the school photograph, design a dramatic silhouette of the structure of Girls High. Display the final products in your class or hallway Centennial display. — 16 17 T

- Visit the building either as a class or in small groups. Sketch the building, first realistically and then interpretively. (Obtain permission for visit first.) — 16 17 18 I T

- Identify as a class the various styles of architecture which are combined in the building. Either photograph or sketch evidence of each style. Prepare a booklet containing your sketches, listing the type of architectural style it represents, and the reasons that led you to this conclusion. Selections A and B can be used if a visit cannot be arranged. — 16 17 18 N

- Visit the building or examine any available close-up photographs. Determine if there are repetitive patterns in the design or in the trim of the building. Sketch these designs in charcoal and label what part of the building they represent. Exhibit your work in the Centennial display in your class or hallway. — 16 17 18 I T

- Visit the school. Do rubbings of the exterior and interior surface — 16 17 18

designs and trim. (Note: Many old buildings such as Boys High have pressed metal trim in the hallways.) — I

- Visit the school and locate any remaining stained glass windows. (Read the article on the windows which appeared in the 1964 Girls High School Newspaper) Reproduce the windows using colored cellophane. Exhibit the final products. This can be done from description in article if the trip is impossible. — 16 17 18 I

- From the photocopy or technical drawings or better still, from a visit to the school, study the arches on the first floor. Compare their design and effect with the second floor encasements which are quite different. Then, note the top floors and the style of the window encasements. Sketch each style. Write a brief essay on what you think was the architect's reason for this progression of styles. (For example, he may have been attempting to give the building a progressively lofty style.) — 16 17 18 I T

- Create a model construction of the old Girls High building. Surround the model of the building with what you think the community looked like at the time of its construction. (Remember it was recorded that the building sat in a wooded area with a nearby pond.) Old City maps might be helpful. — 11 12 16 17 18 C T

- Create a diorama of the building. — T

- Watercolor or oilpaint a "Portrait of Girls High." — T

INDUSTRIAL ARTS:

- Examine the technical drawings. List any specific materials used, e.g., copper for the tower, and any specific instructions or codes used in the drawings themselves. Determine if there are any other local structures trimmed in copper. Discuss how copper looks when weathered. — 16 17 18

- Discuss the necessity for such technical drawings in planning construction. Discuss their use and how they are made.

- Invite an architect or officer from the Division of School Buildings to speak to your class(es). They have been contacted and expressed an interest in discussing design careers with students. Ask in school Office for specific names. — P

- Using the photocopy of the building's exterior or the technical drawings, sketch each wall on paper. Color in the sketch. Using tape or glue, assemble the walls to make a complete structure. Add the roof and tower. — 16 17 18 C T

- If the material is available, do the same as above; only use wood and paint the windows and doors onto the wood. For more advanced

students, cut out the windows and doors.

- For a long-range project for advanced students, create a "dollhouse" version of the old building. Include as much detail as possible. 16 17 18 T

MATHEMATICS:

- Examine the Girls High photocopy and technical drawings or visit the school. In small groups, identify the geometric patterns that are represented in the architecture of the building. Sketch the geometric designs that are obvious. 16 17 18 I

- Discuss the close correlation between architecture and mathematics.

- Form class committees and make a booklet showing all of the geometric patterns and items which exist quite clearly in the design of the old building, i.e., the triangular peaks, the long rectangular panels (both vertical and horizontal), etc. N T

- Discuss the meaning of "scale" in maps and drawings. Determine a scale and measure your classroom; then do a technical sketch. Do same for your floor. Develop a floor plan. O

- The site of Girls High School cost $77,201 and the building and contents cost $313,747.93. What were the total costs? (Data furnished by Division of Buildings.)

MUSIC:

- Write a song dedicated to the old building, perhaps on the theme 16 17 18 R

  "The Past Gives Way To The Present"

  "G.H.S., From Yesterday to Today"

  etc.

SOCIAL STUDIES:

- Arrange for your class to visit the old building which is still standing and which is currently housing a Board of Education Manpower Training Program. Either as a class or as a club activity, plan a historical tour of the building. Gather data on the additions which were added to the school (one in 1892 and another in 1912). Examine the extent of damage that was done in a fire in recent years. Individually write an essay about the old building on the theme: "Preservation of Old Buildings Serves as Purpose in the Study of Community History." 16 17 18 I

- Once the historical tour of the building has been planned by the class or club, train several members to be tour guides. Rehearse. Give a tour of the building and videotape it so that it may go on file in the school library for other students to see and use. 16 17 18 I T

- Form a school or class committee and send a

letter to the New York City Landmarks Preservation Committee, (the address of the Commission is 305 Broadway, N.Y.C., N.Y.) requesting that the old Girls High School Building be classified as a landmark. (See Section #1 to refresh your memory on the process) A simple letter will suffice to begin the process. 16 17 18 L

-Note: The larger area in which Girls High School is located is under consideration for landmark status at this time; however, it has been suggested that there is great value in seeking an independent landmark status for the old building. L

- Keep a class diary of the Landmark process as you participate in it. In this regard attend all meetings which are open to the public. Form committees to fulfill certain responsibilities: letters, meetings, petitions, speakers, publicity, etc. Design a flow chart of procedures. L

- Seek community support for your effort to gain a landmark status for the building. Meet with community leaders. Circulate a petition not only within the school and community, but also among graduates. L

- Post bulletins in your Centennial display area in which you announce progress that is made in the process. L T

- Identify the separate parts of the building to which the technical drawings applied I

Plan #10
School Life

PART II OUR SCHOOL, THE EARLY YEARS: 1876-1892

Question: How were school sports played in the nineteenth century?

Understandings:

- School sports have a history unto themselves, one which evolves through rule changes, changes in equipment, and changes in the players themselves.
- School sports generate a unique spirit within an educational institution and within the community which surrounds it.
- School sports hold special memories for the participant and the observer.

Materials

Selection A - Brief description of football in the late half of the nineteenth century. It was reported that Boys High School played its first football game in 1887, when it was still officially Central Grammar School.
(information adapted from: Wells Twombley, Two Hundred Years of Sport in America, New York: McGraw-Hill, 1976, pp. 74-126.)

Selection B - The well-known poem by Ernest Lawrence Thayer, "Casey at the Bat, a Ballad of the Republic," sung in the year 1888. The poem was recited for the first time in 1888 in New York City, only one year before the boys of the Central School played their first school baseball game.

Additional Resources

"Then and Now," a Boys High School sports retrospective (A copy is available in the school archives and in the school library Centennial Collection.)

Freedman, Florence Bernstein, Walt Whitman Looks At the Schools. New York: Kings Crown Press, Columbia University, 1950, (a collection of articles some of which appeared in the Brooklyn Evening Star and the Brooklyn Daily Eagle in the 1840s)

Code References: Numbers indicate pages in History
Letters indicate Special Events.

PART II, Plan 10 SELECTION A

Nineteenth Century Football

The first football game, which was played on November 6, 1869 between Princeton and Rutgers, was completely unlike the game we know today. In its most primitive form, the game was a mix of soccer and rugby, with the emphasis on soccer. In the original game, for example, the ball was moved almost exclusively by kicking, and it was not until the Harvard-McGill game in 1874 that the ball could be advanced by picking it up and running with it.

It was not until 1882 that the rugby-style scrum, in which both teams battled en masse for possession of the ball, was replaced by a scrimmage from which the team with the ball could run a series of pre-arranged plays. And it was not until 1906 that the forward pass was legalized!

The immediate effect of awarding the ball to one team and permitting it to run plays from scrimmage was a negative one. In fact, until a system of "downs" was developed in the late 1880s, it was possible for one team to hold the ball without scoring for inordinate periods of time. In a Yale-Princeton game played in the early 1880s, for example, Princeton took the opening kickoff and controlled the ball without scoring for the entire first half.

Scoring, too, has evolved over the years. At its inception, soccer style goals decided between winning and losing. By 1890, however, a system of scoring had developed even more complicated than the one is use today. Safeties counted one point, touchdowns two, conversions four and field goals five. Obviously, the foot was more important to the game than it is today.

Source: Wells Twombley, Two Hundred Years of Sport in America (New York: McGraw-Hill Book Publishing Co., 1976), pp. 74-126 (adapted).

CASEY AT THE BAT, A BALLAD OF THE REPUBLIC
Sung in the Year 1888

by Ernest Lawrence Thayer
1888

The outlook wasn't brilliant for the Mudville nine that day;
The score stood four to two, with but one inning more to play;
And so, when Cooney died at first, and Barrows did the same,
A sickly silence fell upon the patrons of the game.

A straggling few got up to go in deep despair. The rest
Clung to the hope which springs eternal in the human breast;
They thought, if only Casey could but get a whack, at that,
They'd put up even money now, with Casey at the bat.

But Flynn preceded Casey, as did also Jimmy Blake,
And the former was a pudding and the latter was a fake;
So upon that stricken multitude grim melancholy sat,
For there seemed but little chance of Casey's getting to the bat.

But Flynn let drive a single to the wonderment of all,
And Blake, the much despised, tore the cover off the ball;
And when the dust had lifted, and they saw what had occurred,
There was Jimmy safe on second, and Flynn a-hugging third.

Then from the gladdened multitude went up a joyous yell,
It bounded from the mountain-top, and rattled in the dell;
It struck upon the hillside, and recoiled upon the flat;
For Casey, mighty Casey, was advancing to the bat.

There was ease in Casey's manner as he stepped into his place,
There was pride in Casey's bearing, and a smile on Casey's face;
And when, responding to the cheers, he lightly doffed his hat,
No stranger in the crowd could doubt 'twas Casey at the bat.

Ten thousand eyes were on him as he rubbed his hands with dirt,
Five thousand tongues applauded when he wiped them on his shirt;
Then while the writhing pitcher ground the ball into his hip,
Defiance gleamed in Casey's eye, a sneer curled Casey's lip.

And now the leather covered sphere came hurtling through the air,
And Casey stood a-watching it in haughty grandeur there;
Close by the sturdy batsman the ball unheeded sped,
"That ain't my style," said Casey. "Strike one," the umpire said.

Source: Ernest Lawrence Thayer, "Casey at the Bat: a Ballad of the Republic," first recited in 1888.

PART II, Plan 10 SELECTION B (Cont'd)

From the benches, black with people, there went up a muffled roar,
Like the beating of the storm-waves on a stern and distant shore;
"Kill him! kill the umpire!" shouted some one on the stand.
And it's likely they'd have killed him had not Casey raised
his hand.

With a smile of Christian charity great Casey's visage shone;
He stilled the rising tumult; he bade the game go on;
He signalled to the pitcher, and once more the spheroid flew,
But Casey still ignored it, and the umpire said, "Strike two."

"Fraud!" cried the maddened thousands, and the echo answered, "Fraud!"
But a scornful look from Casey, and the audience was awed;
They saw his face grow stern and cold, they saw his muscles strain,
And they knew that Casey wouldn't let that ball go by again.

The sneer is gone from Casey's lips, his teeth are clenched in hate,
He pounds with cruel violence his bat upon the plate;
And now the pitcher holds the ball, and now he lets it go,
And now the air is shattered by the force of Casey's blow.

Oh! somewhere in this favored land the sun is shining bright,
The band is playing somewhere, and somewhere hearts are light;
And somewhere men are laughing, and somewhere children shout,
But there is no joy in Mudville---mighty Casey has struck out.

While reminiscing about his high school days in Massachusetts, Ernest Lawrence Thayer wrote the classic poem "Casey at Bat." It was recited on stage in New York City for the very first time in 1888.

SUGGESTED ACTIVITIES

ENGLISH

- Read the poem by Ernest Lawrence Thayer "Casey at the Bat: a Ballad of the Republic sung in the year 1888." Write a parody of this poem to describe the present day Boys and Girls High School team. Be sure to attend a game so that you get the full flavor of the event. This could also be done for other games. 18 19

FINE ARTS

- Decorate the room with posters depicting the nineteenth century school sports. Use the poster designs to advertise the special sports re-creating games. (This requires working closely with the Physical Education Department.) 18 19 M T

- Read "Casey at the Bat" and sketch pictures which depict the emotion of the game in the 19th Century. 18 19 T

- Take photographs of current-day sports events. Prepare a photo essay of the sports, the players, the coaches. This can best be done in committees. Display the photos. 18 19 O V

HOME ECONOMICS

- Research the changing fashions of sports. Sketch what the old school team uniforms looked like. Display the sketches. If possible sew a uniform to be displayed at a demonstration game. (Note: the old yearbooks housed in the School Library are an excellent source for this information.) Share this information with the Physical Education department. 18 19 A E

PHYSICAL EDUCATION

- Read the brief description of nineteenth century football which is provided. In a whole group, discuss the changes which have taken place in the sport since then. 18 19

  Challenge an old rival to a recreation of the game in which the old rules would be used. Invite graduates and the general public to the game. Have a special banquet for the the football alumni and introduce them at the game. Ask the old cheerleaders to return for the banquet and game too. Ask them to demonstrate the old-time cheers. Alumnae should be asked to furnish memorabilia for the occasion. Everyone should wear what they used to wear to the football games when they were students. Film or videotape this event. 18 19 X U

- Working in committees, research the rule changes in other sports which are now played by the school. A timeline could be constructed for the development of each school sport in which rule changes and Boys/Girls High School records are incorporated. 18 19 T

- Demonstration of matches, meets, games, should be made in the other sports and representative alumni invited back. 18 19 K

- Invite alumni who have gone on to establish themselves in the field of sports to speak to your classes. B

SOCIAL STUDIES

- Research the development of local baseball teams. 17
  Discuss the derivation of team names, e.g., The Brooklyn Dodgers had been called the Bridegrooms and Superbas. The term "Dodgers" reportedly came from the terms "Trolley Dodgers" since many Brooklynites had developed the fine art of dodging the trolleys which sped recklessly throughout the City. 18 T
  On a map, locate where the old Ebbets Field stood. Collect pictures of the stadium and its myriad of "greats."

Plan #11
School Life

PART II OUR SCHOOL: THE EARLY YEARS, 1876-1892

Question — What were some of the old school songs?

Understandings
- Most schools have a musical heritage in which the spirit and history of the school is passed from generation to generation.
- The lyrics of school songs capture not only the spirit of the school but often the perceptions of the students of the world around them.

Materials

Selection A - The Red and the Black, a school song written in 1892. The year was significant in that it was the first year that the boys had left the old dilapidated Central Grammar building and had moved into their grand accommodations on Putnam and Marcy Avenues. It was also the first full year that the school functioned in total independence of the Girls Department of the Central School.

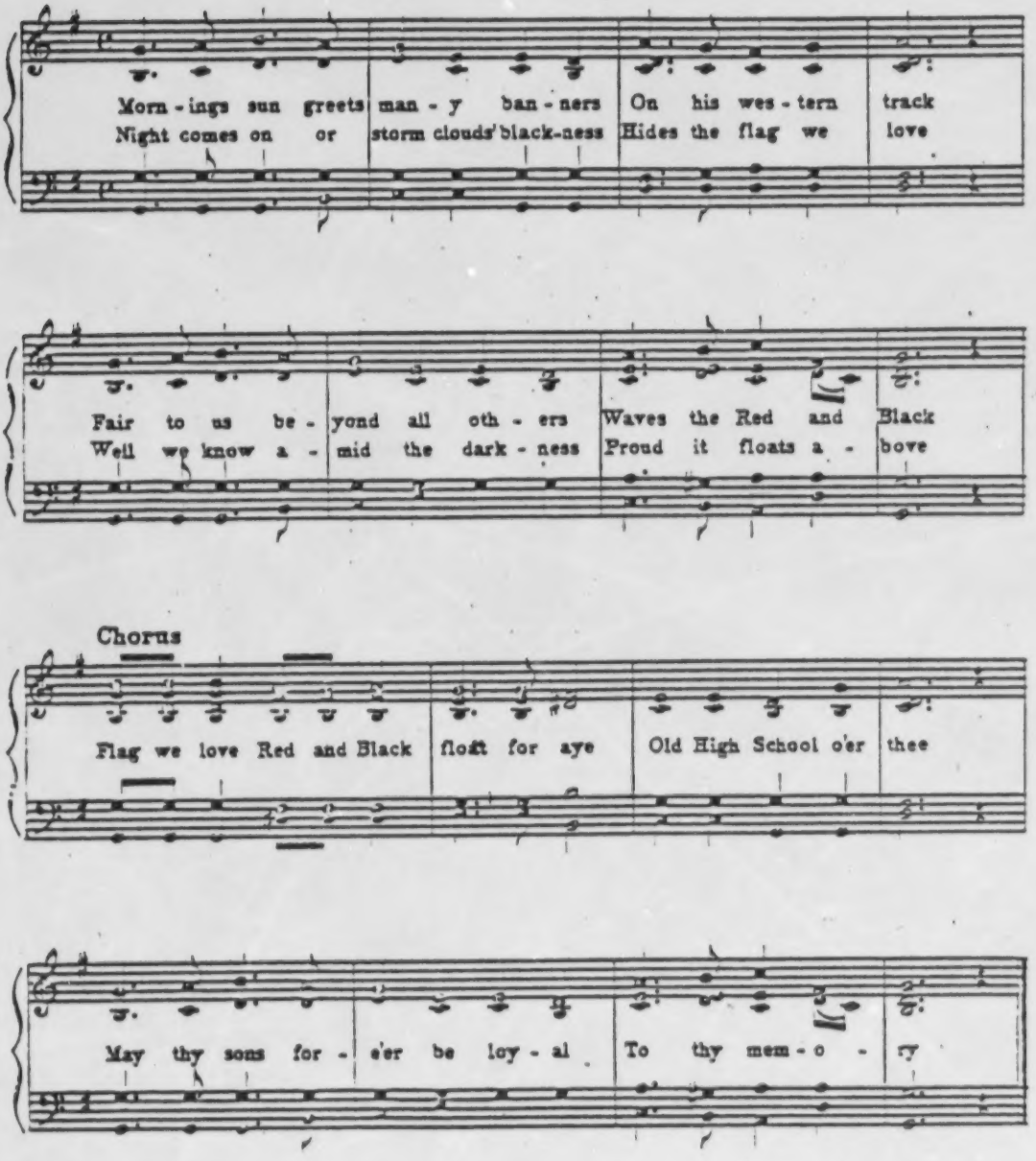
Selection B - The Boys High School Marching Song which was also written in 1892.

Selection C - The song for the 1881 graduation, written by Miss Edith M. Stone, a graduating student. (Brooklyn Daily Eagle, July 1, 1881, p.1 c. 6.)

Code References — Numbers indicate pages in History.
Letters indicate Special Events.

PART II, Plan 11 SELECTION A

Red And Black


Morn - ings sun greets man - y ban - ners On his wes - tern track
Night comes on or storm clouds black-ness Hides the flag we love
Fair to us be - yond all oth - ers Waves the Red and Black
Well we know a - mid the dark - ness Proud it floats a - bove
Chorus
Flag we love Red and Black floft for aye Old High School o'er thee
May thy sons for - e'er be loy - al To thy mem - o - ry

Source: "The Red and the Black," Archives, Boys and Girls High School, Brooklyn, 1892.

PART II, Plan 11 SELECTION 8

Marching Song

We are the boys of B. H. S. you hear so much a-
Our minds are fill'd from wis-dom's store Our work is done with
bout The peo-ple stop to stare at us when-ev-er we go out We're not-ed for our
care Of 'ol-o-gies and 'os-o-phies we've had a good-ly share But when our work is
win-some-ness the clev-er things we do 'Most ev-'ry-bod-y likes us We hope you'll like us too!
e-ver and the dai-ly tasks are done We leave dull care be-hind us and have our lit-tle fun!
Chorus
While we go march-ing and the band be-gins to
play You can hear them shout-ing the
1.
boys of B. H. S. are on their way.
2.
way.

Boys High School, Brooklyn, N.Y.

Source: "The Boys High School Marching Song," Archives, Boys and Girls High School, Brooklyn, 1892.

SELECTION C

Class Song of 1881 written by Miss Edith M. Stone, a student. The song was sung by the entire class in the July 1st, 1881 graduation ceremony.

Farewell, oh, bright and sunny days
Farewell, farewell!
Tonight once more we sing your praise
And linger on your threshold yet,
With mingled gladness and regret
Oh bright and sunny days
Farewell.

(Note: Only lyrics were available)

Source: Edith M. Stone, quoted in Brooklyn Daily Eagle, July 1, 1881, p. 1, col. 6.

SUGGESTED ACTIVITIES

ENGLISH

- Read the lyrics to all three of the songs. Discuss the strength and weakness of the structure of the lyrics. In writing, what impinges upon the free poetic license of the author? What accommodations must he/she make if he/she is to set his 'poetry' to music? Or, are there no limitations? 16 17 18 19

- Write another verse to each of these songs, maintaining the rhythm and style of the original author. First, write a verse that you think would have been appropriate for 1881 and 1892 respectively. 16 17 18 19 T

- Individually, record either in poetry or in lyrics for a song, what your own feelings are about the school today and about the school in the past. R

FINE ARTS

- Individually read and listen to all of the songs. The teacher might invite a music class which has been practicing the songs to visit an art class. Both classes could share their ideas about how the music and the lyrics could be interpreted. 16 17 18 19 T

- Present a multimedia interpretation of the three songs in the Centennial year. R T

FOREIGN LANGUAGES AND ESL

- Try translating the three songs into Spanish. Try it out with the original music; how does it sound? Perhaps a Latin rhythm added to the music would give it a special meaning. 16 17 18 19

- Write a Centennial song or poem for Boys and Girls High School in a foreign language. This activity could be done in small groups, whole class, or individually. Select a few songs to tape record and to place in the library's Centennial Collection. Send a copy to the school newspaper or prepare a poster to display the foreign language Centennial poetry. 16 17 18 19 R T

MUSIC:

- Study the lyrics of all three songs. What is the message that they are trying to convey? Is there a sentimentality that is exclusively characteristic of the era or would such sentiments still be in vogue today? 16 17 18 19

- Play the music on a piano. Again what mood does the music generate? Is it one of strength, pride, sadness, joy, etc.? 16 17 18 19

- Practice The Red and the Black and the Marching Song. Sponsor an event in which your fellow students can hear these tunes from the school's past. D

- As a class, create a musical score to accompany the lyrics written by Miss Stone in the Class Song of 1881. Add this to your musical repertoire for "School History Concerts" and special events. Tape record all songs. D T

- As a class, write the lyrics and music for a

school song for Boys and Girls High School in its centennial year. Practice, Practice, and then perform for the joy of the school, the staff, and the community! R

- Adapt the Marching Song and The Red and Black so that they are representative of the recent unity of the Boys and Girls High Schools.

PHYSICAL EDUCATION:

- Dance: Invite the music department to send a class group to one of your dance classes to sing the three songs. Individually perform spontaneous, interpretive dances. As a group perform a spontaneous, interpretive dance. 16 17 18 19 R

- Listen to the music: Is there any particular movement which is representative of the sounds and the spirit of the songs?

- Movement: Read the lyrics without the music. Do you now feel that a different movement or series of movements would best characterize the "message" of the lyrics?

- Marches: For old time's sake prepare a series of march movements which could be correlated with The Marching Song. Prepare an exhibition drill. 16 17 18 19 K

- Color Guard and Baton Twirlers: Use the Marching Song to develop a routine. K

SOCIAL STUDIES:

- Review the songs. Discuss them in the context in which they were written. In a class discussion, review the facts surrounding the development of the school in the years 1878 and 1892. The school was only three years old in 1878 and was housed in the Court Street building. In 1881, the Boys High School was in its first year of complete operation. The students should state how they would have felt had they been members of those nineteenth-century classrooms. 16 17 18 19

- Ask the students to list the emotions that they would want to generate in a song written for Boys and Girls High School today. Discuss and analyze their responses. Determine if the emotions are in anyway similar to those expressed in the three songs. As a result of this discussion, extrapolate some of the similarities/differences which exist in school spirit between its early days and the present. 16 17 18 19 O

Plan #12
School Life

PART II OUR SCHOOL: THE EARLY YEARS, 1876-1892

Questions

How many students attended the Central Grammar School in the period 1878-1892? How many students were admitted and how many graduated from the Central Grammar School and the resultant high schools from 1878-1892?

Understandings

- Statistical information can be useful in describing certain characteristics of a school population; however, it cannot give a total picture of the school and its students.

Materials

From the Annual Report of the Superintendent of Public Instruction for the Year Ending December 31, 1892:

Selection A - Graduates from the Grammar Schools, p. 25

Selection B - The High Schools, p. 33.

Additional Resources:

School Reports, Brooklyn: Bound volumes containing the Annual Reports of the Superintendents of Public Instruction for the City of Brooklyn for the second half of the nineteenth century. Available at the Brooklyn Public Library and the New York Public Library.

Code Reference

Numbers indicate pages in History.
Letters indicate Special Events.

GRADUATES FROM THE GRAMMAR SCHOOLS.

In the following table is exhibited the number of pupils graduated from the grammar schools each year since the establishment of the Central School, which has since developed into the Girls' High School and the Boys' High School:

YEARS.	BOYS.	GIRLS.	TOTAL.
1878	94	354	448
1879	140	278	418
1880	130	352	482
1881	140	368	508
1882	126	348	474
1883	172	359	531
1884	272	508	780
1885	349	636	985
1886	413	764	1,177
1887	508	780	1,288
1888	446	727	1,173
1889	572	858	1,430
1890	631	936	1,567
1891	719	1,026	1,745
1892	741	1,113	1,854
Fifteen Years	5,453	9,407	14,860

The year shows about the usual rate of increase in the number of children graduated from the grammar schools. The number, while still far short of that which a city of Brooklyn's population ought to send out, is now be-

Source: Superintendent's Annual Report for the Year Ending December 31, 1892 (Brooklyn, Board of Education, 1893), p. 25.

PART II, Plan 12 SELECTION B

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THE HIGH SCHOOLS.

The following table shows the number of graduates from the Grammar schools who have entered on High School work since what was called the Central Grammar School was established, and the number who graduated each year:

YEARS.	Number Admitted.			Number Graduated.			
				Commercial Course.	Regular Course.		
	Boys.	Girls.	Total.	Boys.	Boys.	Girls.	Total.
1878	113	528	641	.....	.....	.....	.....
1879	78	251	329	.....	.....	.....	.....
1880	58	282	340	.....	20	85	105
1881	78	272	350	.....	23	168	191
1882	52	259	311	23	1	80	81
1883	97	248	345	44	15	139	154
1884	174	395	569	55	13	153	166
1885	208	451	659	105	18	173	191
1886	279	525	804	90	33	188	221
1887	298	562	860	.....	42	185	227
1888	245	562	807	44	.....	147	147
1889	309	671	980	47	10	159	169
1890	447	843	1,290	35	19	226	245
1891	525	893	1,418	39	25	207	232
1892	437	748	1,185	50	15	198	213
Fifteen Years	3,398	7,490	10,888	538	234	2,109	2,342

Source: Superintendent's Annual Report for the Year Ending December 31, 1893 (Brooklyn: Board of Education, 1893), p. 33.

SUGGESTED ACTIVITIES

BUSINESS

Review Selection B in the materials provided.

- Discuss why no girls graduated from the Commercial Course in the period 1878-1892. What was the role of women and was it reflected in these statistics? 16 17 18 19

- Determine what percentage of boys admitted to the School were graduated from the Commercial Course. What does this tell you about the School and the society at that time? Compare this with the male/female ratio which exists in the business department of your school today. Discuss why the situation is different today. 16 17 18 19 0

ENGLISH

Review Selections A and B in the materials provided.

- Ask the questions which are suggested in the Social Studies activities. Write an essay about the pressures which forced students to leave school early. 16 17 18 19

- Prepare a dramatization of a male student arguing with his parents that he wants to stay in school and eventually graduate. 16 17 18 19 R

- Assume that you are a female graduating in the year 1887. You are to give the valedictory speech. Prepare a speech for the occasion and speak of the needs and aspirations of the female graduates in your class. 16 17 18 19 M R

- Write a short story about a female graduate of the Central School in the year 1882. 16 17 18 19

MATHEMATICS:

Read Selections A and B in the materials attached.

- Determine the average annual rate of growth in the number of students who were graduated from the City's system of grammar schools from 1878 to 1892. 15 16 17 18 19

- Determine what percentage of the total number of students graduated in all of the grammar schools graduated from Central Grammar School in 1878. T

- Determine when the first class graduated from Central Grammar School.

- Determine if any girls were ever graduated from the Commercial Course at Central Grammar School. T

- For each year from 1878 to 1890, determine what percentage of the total enrollment graduated from the Central School. Create a line graph with a time axis to depict this growth. 16 17 18 19 M

- Superimpose upon the above graph the percentages of boys and girls in the total enrollment who graduated each year from 1878 to 1890. T

- Determine the percentage of students admitted who in fact graduated within this fifteen-year period. T

SOCIAL STUDIES:

Review Selections A and B in the materials attached.

- Discuss the fact that a rather low percentage of students who were admitted to the Central School ever graduated from it in the period 1878 to 1892. Hypothesize why this would be true. What factors would cause a student to drop out of school in the late nineteenth century? Did more girls graduate than boys? Again, speculate as to why? Research the economic situation in Brooklyn in the late nineteenth century. Research the need for schooling in this time period. How does it differ from today? Write a research report on one of these topics. 16 17 18 19 T

- Assume you were a girl graduating from the School in 1892; speculate as to what you think your career aspirations would be. Research the status of women in the late nineteenth century. 16 17 18 19 T

- Assume you were a boy in the class of 1886, what pressures might force you to withdraw from school. Design a cartoon showing a student reacting to these pressures. 16 17 18 N T

Plan #13
School Governance

PART II OUR SCHOOL: THE EARLY YEARS, 1876-1892

Questions

What forms of schooling existed in the community prior to 1878? Who attended the schools at that time? What forms of schooling existed in the earl years of the Board of Education?

Understandings

- Our society has a rich tradition of providing a multiplicty of educational institutions, some of which are private and others public.
- Racial segregation was tolerated in the Brooklyn Public School system from the inception of the Board of Education in 1843 until 1890.
- Private and public educational institutions are often designed to meet the needs/interests of certain students.

Materials

Selection A- Data from the 1875 Census of School Children. (Brooklyn Journal of Education, v. 1 #4, June 1875, p. 330.)

Selection B- Data from the Annual Reports of the City Superintendent of Schools, for the years 1843-1851, excerpted from A. E. Palmer, The New York Public School, New York: MacMillan Co., 1905, pp. 213, 214.)

Additional Resources

Freedman, Florence Bernstein. Walt Whitman Looks at the Schools. New York: Kings Crown Press, Columbia University 1950, (a collection of articles some of which appeared in the Brooklyn Evening Star and the Brooklyn Daily Eagle in the 1840's.)

Code Reference

Numbers indicate pages in History.
Letters indicate Special Events.

PART II, Plan 13 SELECTION A

Census of School Children. Source: The Brooklyn Journal of Education, vol. 1, #4, June 1875, p. 330.

The following statistics apply to the children in Brooklyn between the ages of eight and fourteen, of whom there were a total of 107, 057 in the year 1875.

Attending public schools	70,848
Attending private schools	6,595
Attending parish schools	15,659
Attending German Schools	3,270
Attending corporate schools	2,001
Taught at home	1,262
Taught at Juvenile Asylum	48
Taught at Deaf and Dumb Asylum	69
Not attending school	5,071
At work	637
In stores and factories	613
Physically disqualified	288
Destitute	83
Cannot speak English	16

Source: "Census of School Children," Brooklyn Journal of Education 1:4 June 1875, p. 330.

CHAPTER XXV

BROOKLYN BOARD OF EDUCATION — 1843 TO 1854

At the organization of the Board of Education, in 1843, there were ten district schools, "besides two colored schools, aided and encouraged by the Board, but not yet under its full control."[1] In the ten schools for white children twenty-nine teachers were employed, and their salaries for 1843 amounted to $9510, an average of $328. The average attendance for that year (including 123 in the colored schools) was 1865. The following table, taken from the fifth annual report[2] of the first City Superintendent (for the year 1852), is interesting as showing the growth of the system in its early years:

	1843	1844	1845	1846	1847
No. of School Districts	10	10	10	12	12
" " District Schools	10	10	10	10	11
" " Colored "	2	2	2	2	2
Ann. average attendance	1865	2098	2194	2745	3247
Number of Teachers	29	34	41	66	78
Am't of Teachers' salaries as appointed (*sic*)	$9510	$10,550	$12,775	$15,675	$19,225

[1] City Superintendent's annual report, 1852, p. 7. An act of the Legislature passed in 1845 authorized the Mayor and Common Council, as commissioners of common schools, to lay out one or more school districts for colored children.

[2] Superintendent Holmes's first annual report (for 1848) was not printed. His report for 1849 was ordered to be printed in 1850. It is a pamphlet of seventeen pages, with a brown paper cover. Copies are very scarce. It is noticeable that Mr. Holmes in this report argued in favor of free text-books for all pupils.

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The same report contains a table of statistics for the ensuing four years, from which the following figures are taken:

	1848	1849	1850	1851
No. of School Districts	13	13	13	13
" " District Schools	12	13	13	13
" " Branch Primaries	—	—	—	1
" " Colored Schools	2	2	2	2
Average attendance during year	3767	4326	5220	5773
Amount expended for School sites, Buildings, &c.	$11,140	$21,681	$15,910	$15,755
No. of Teachers employed	85	94	122	136
Amount of Teachers' salaries, as apportioned	$20,075	$25,350	$28,255	$30,732

The report also pointed out that by a census taken on December 31, 1850, there were 24,422 children between the ages of five and sixteen in the city, including 556 colored children; and that on August 1, 1851, there were 35,401 children between the ages of four and twenty-one, including 675 colored.

The original rules and regulations for the government of schools, adopted May 16, 1843, have a curious interest after the lapse of sixty years. There were two school sessions daily for five days per week from April to October (inclusive), from 9 to 12 o'clock and from 2 to 5 o'clock, while from November to March there was one session from 9 to 3 o'clock, with half an hour's intermission at noon. The summer vacation consisted of the three weeks preceding the first Monday in September; the other holidays were January 1st, May 1st, July 4th, December 25th, and "all days appointed by the public authorities for religious observances."[1]

Provision was made in the rules for "a depot of all necessary

[1] Five or six years later Christmas week was added to the holidays, and the summer vacation was extended to include all of August; May 1st was dropped and February 22d added.

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SUGGESTED ACTIVITIES

BUSINESS:

- Review the data in the Superintendent's Reports for the years 1843 to 1851. Determine the average annual salary for teachers. What is the rate of growth in the average annual salary for this period? What is the rate of growth for the total salary expenditures for this period? What was the average teacher paid per student per year. Compare with present-day figures. 11 12 13 N T

ENGLISH:

- Read the 1875 census of school children. Discuss whether or not you think there are modern-day counter-parts of the types of institutions listed in the census. Do you know of any student today who would fall into the categories listed? Write a brief essay about the diversity of institutions which exist in Brooklyn today as compared with 1875. Include analysis about why you think such institutions are started and whether their prime forcus is upon helping the individual student or for the benefit of society. 11 12 13 T

FINE ARTS:

- Prepare a collage depicting the network of schools which existed in Brooklyn in 1875. Display. 11 12 13 T

- Design a poster which would lure a truant student in 1875 to one of the existing educational alternatives. Display posters and discuss the design. Analyze what you thought would attract him to the designated setting. What temptations would he be leaving behind? And what symbols did you use to indicate that truancy was not beneficial to him? 11 12 13 T

FOREIGN LANGUAGES:

- Review the categories presented in the 1875 Census of School Age children. Determine the percentage of students who were not able to speak English. What percentage do you think exist in the school today?

- Discuss in small groups the importance or lack of importance of special foreign language schools, such as the German Schools of 1875. Debate whether or not special foreign language school would be a benefit or a detriment today. 11 12 13 T

INDUSTRIAL ARTS:

- In the Census of School-Age Children for 1875, review the statistics for the categories which apply to the development of industrial skills. Discuss with your class the systems of apprenticeship, and family craftsmen, all of which served to educate a portion of the population. 11 12 13 T

- Discuss in small groups whether or not factory schools would be useful today. Prepare a debate on the subject.

- Analyze what skill you might be able to learn in a work situation which you are not able to learn in a schoolroom.

- A system of Evening schools existed in Brooklyn for many years before 1878. They enabled a student to work during the day and attend school at night. Discuss the pros and cons of such a system. How is this the same as or different from today's program? 11 12 13 N

MATHEMATICS:

- Study the data presented in the Census of School Children in 1875. Individually, determine the percentage of the total population of school-age children which fall into each of the categories listed.

- As a class, design an exhibit graphically displaying this information to the school. Or establish an "Our School History" corner in the classroom in which the exhibit will be displayed. 13 T

- Determine the annual rate of growth of average attendance for the years 1843 to 1851. Graphically display this growth pattern. Add this to your hallway or classroom exhibit. T

- Design a class booklet in which all of the statistical data and analyses are compiled. Create a cover which mathematically depicts the Centennial theme. N T

- Review the Superintendent's Report data for the year 1850. Determine the percentage of the school-age population (between five and sixteen years) which is Black. Determine if the number of "colored schools" in the community was proportional to the number of Black students (compared to the schools for the white population.) T

- Review the data given in the Superintendent Reports. Determine whether you are given sufficent information to calculate the average student-teacher ratio. If you conclude that you are given adequate information, determine the ratio for each year and then its annual rate of growth for the period 1843 to 1851.

SOCIAL STUDIES:

- Review all of the data which is given. Determine what information you are not able to get. What do you think might be important questions which should be asked and to which the data does not speak?

- Brooklyn maintained segregated schools until 1890. Research how this practice came to an end in Brooklyn. Consult local newspapers, histories of Brooklyn, and court cases which might have influenced this. T

Plan #14
Supplemental Readings
School Governance

PART II OUR SCHOOL, THE EARLY YEARS, 1876-1892

Questions:
What was the organization of the Board of Education?
How were the schools funded in 1883?
What schools existed in Brooklyn prior to 1843?

Understandings

- Public education is a State function that is administered to a great extent at the local level. Local boards of education are designed as governing bodies for this local administration.
- The efficiency and quality of the bureaucratic structure within which the school operates directly affect the nature and productivity of the school.
- Free public education has never been "free."
- Brooklyn has a long educational heritage which characterizes the inherent desire of the common man to secure an education.
- Historically, Brooklyn has had a vast network of private and public institutions servicing its population's educational needs and interests.

Materials

Selection A - A. E. Palmer. The New York Public School, New York: Macmillan and Co., 1905, pp. 207-212.

Selection B - Palmer. The New York School, pp. 198-206.

Additional Resources

Brooklyn, N.Y. Board of Education. Historical Sketch of the Public Schools, Brooklyn:, R.M. Whiting, & Co. 1873.

Stiles, Henry R. Civil, Political, Professional, and Ecclesiastical History and Commercial and Industrial Record of the County of King's and the City of Brooklyn from 1683 to 1884, v. I and II, New York: W.W. Mansell and Co.

Code Reference
Numbers indicate pages in History.
Letters indicate Special Events.

CHAPTER XXIV

BROOKLYN BOARD OF EDUCATION—ORGANIZATION

PRIOR to the year 1843 all the schools of Brooklyn, which had been incorporated as a city nine years before, were organized as separate district schools. An act passed in 1835 (Chapter 129) provided that the Common Council should appoint in each district three trustees of common schools, and for the whole city three inspectors and three commissioners of such schools. On March 23, 1843, the law was passed creating a governing body for all the schools of the city. This law (Chapter 63) provided that the members of the Common Council should be commissioners of common schools in and for the city, and that on the first Monday in April, 1843, they should "appoint two or more discreet and suitable persons, to represent each of the school districts," who should constitute the Board of Education.[1] The full term of membership was fixed at three years. The Mayor and the Deputy Superintendent of Common Schools for the county were made *ex officio* members.

Under the terms of the act, the Common Council was empowered to make "such provision for the regulation of the Board of Education" as might be deemed "necessary to effect a complete and efficient organization for common school education." In April, accordingly, the Common Council adopted an ordinance to the effect that the Board of Education should hold its first meeting on the first Tuesday in May and stated meetings at least once a month; and that its officers should be a

Source: A.E. Palmer. The New York Public School
(New York: Macmillan and Co., 1905), pp. 207-212.

President, a Vice-President, and a Secretary, elected from its own members. This ordinance contained the odd provision that "The said Board shall make its own by-laws, subject to the approval of the Common Council."

The Board was organized on May 2d, with twenty-eight members (not counting the *ex officio* members), as in two districts the full number of "discreet and suitable persons" had not been appointed. Dr. Theodore F. King, the Deputy County Superintendent, was elected President, Stephen Haynes, of District No. 5, Vice-President, and Alfred G. Stevens, of District No. 1, Secretary.[1] By an act passed in the same year (1843) the title of Deputy County Superintendent was changed to County Superintendent.[2] The office of County Superintendent of Schools was abolished throughout the State (except in New York County) by an act passed November 13, 1847. In the succeeding January the Board of Education was authorized to appoint a City Superintendent of Common Schools. A member of the Board, Dr. J. Sullivan Thorne, was elected to that office in March and served for two months. In May Samuel L. Holmes was elected.[3]

[1] An amusing "heterophemy" appears in the minutes of the meeting of the Board held on December 5, 1843, namely, that "Mr. Addoms called the attention of the *Lodge* to the subject of the annual report," etc.

[2] Dr. King ceased to be County Superintendent at the close of the year 1843, and in January following Dr. J. Sullivan Thorne, representing District No. 7, was elected President. The salary of County Superintendent was $500 per annum.

[3] Brooklyn had a City Superintendent three years before New York. Mr. Holmes was a well-known teacher. In his report for the year 1852 he speaks of "having had the honor in 1843, to participate somewhat effectually, in the original establishment of this Board," evidently referring to the fact that in the year mentioned he was a member of the Assembly, from Westchester County. Just before going to Brooklyn he had been General Deputy Superintendent of Common Schools for the State. In that office he succeeded Samuel S. Randall, who, by a strange turn of fortune, became City Superintendent in Brooklyn in 1853, after the death of Mr. Holmes. Mr. Randall, after serving only a few weeks, resigned at the end of 1853, to become Deputy State Superintendent again; and in June, 1854, he was chosen City Superintendent of New York, in which office he served for sixteen years. The act of 1848, providing for a Brooklyn City Superintendent, limited the salary to $1000, and the

An act passed in 1850 (Chapter 143) provided for a Board of Education of thirty-three members, appointed by the Common Council; at least one member, it was prescribed, should reside in each school district. The full term of membership continued to be three years. A change of importance was made in 1854, when the law consolidating the city of Williamsburgh and the town of Bushwick with Brooklyn (Chapter 384) was enacted. This required the Common Council to appoint additional members for the new part of the city, and that body fixed the number of members at forty-five (thirteen of whom were to reside in the Eastern District, as the annexed territory was for many years, and is still to some extent, known). The number remained unchanged throughout the Board's existence. By an act which became a law in 1862 it was provided that the Mayor should nominate members of the Board of Education, subject to the confirmation of the Common Council; and under the amended charter which went into effect at the beginning of 1882 the sole power of appointment was given to the Mayor.

The amended charter (passed May 25, 1880) provided that any vacancy occurring in the Board during the remainder of that year should be filled by the Mayor and Comptroller, and any vacancy occurring during 1881 by the Mayor alone; and an act passed June 16, 1880 (Chapter 564), provided that, in case the Mayor and Comptroller failed to agree, then the Auditor of the city should become one of the appointing powers.

From 1848 to 1857 the duties of Secretary of the Board were performed by the City Superintendent; in the year last named the Board was authorized by law to appoint a Secretary. In 1866 it was given power to appoint an Assistant Superintendent of Schools.

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By an amendment to the charter, adopted in 1873, it was provided that there should be a Department of Public Instruc-

by-laws of the Board fixed it at that amount for Mr. Holmes, with "travelling expenses not exceeding $25." When Mr. Randall was appointed, the salary was fixed at $1100.

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tion in Brooklyn, under the control of the Board of Education; in the same year the title of City Superintendent of Schools was changed to Superintendent of Public Instruction, and his term extended from one year to three, and the Board was empowered to appoint not more than two Associate Superintendents, also for terms of three years.

A singular question arose in 1876 as to the terms of members of the Board. The amended charter of Brooklyn (Chapter 377, laws of 1880), by a general provision, fixed the terms of office of all heads of departments at two years. There was no specific mention of the Board of Education, and in 1882 Mayor Seth Low, taking it for granted "that the Legislature intended no change in the term of office of the members of the Board," announced that he should make all appointments for three years. "It is not to be lightly assumed," he said, "that the Legislature intended in an inferential way to change the whole structure of the Board." But in 1886 his successor (Daniel D. Whitney) took another view of the law, decided that the terms of the members appointed two years before had expired, and appointed their successors for two-year terms. Some confusion resulted, and doubt was thrown upon the legality of acts of the Board. To settle the question the Legislature was appealed to, and a law was passed in 1887 definitely fixing the term at three years and extending the terms of the members appointed in 1885 and 1886.

An innovation deserving of mention was made in 1895, when five women were appointed members of the Board.[1] They served for three years, for the last few months of their terms as members of the School Board for the Borough of Brooklyn.

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The offices and "depot" of the Board for the first few years were in the City Hall, and for a time in School No. 1, but in 1854 the Board took possession of an old residence on the

[1] The appointments were made by Mayor Charles A. Schieren. The women were Miss Isabel M. Chapman, Mrs. Mary E. Jacobs, Mrs. Ellen F. Pettengill, Miss Elizabeth H. Perry, and Mrs. Julia M. Powell.

easterly side of Red Hook lane, between Fulton and Livingston streets, which had been buil just outside of the village limits by James E. Underhill, about 1830.

"As late as 1830, Fulton street and Red Hook lane remained the principal thoroughfares of the village of Brooklyn. The corporate limits of the village on the east was (sic) the lane, and upon it, just outside of the embryo city, James E. Underhill, a successful builder, erected the pretentious and, what was then considered, splendid structure now [1884] occupied by the Board of Education. Red Hook lane was then a thronged and busy thoroughfare, affording the only means of access to the numerous mills and farms of South Brooklyn and the Hook. The farm of Tunis Johnson, covering nearly one hundred acres, was bounded by the lane, and was the nearest estate to the little corporation of the village of Brooklyn. On this prominent corner Mr. Underhill built his residence, and only a few of the citizens of Brooklyn remember that this narrow, secluded lane was, not many years ago, one of the busiest of her streets."[1]

This building was used, with some additions, for the headquarters of the Board and as a depot for school supplies until 1888, when it was replaced with a three-story brick structure, connected with a new building erected on a lot purchased in Livingston street. The cost of the improvements was about $56,000, and they were paid for from the interest on bank deposits which had been allowed to accumulate for a series of years. In 1891 the premises Nos. 133 and 135 Livingston street were purchased for the enlargement of the headquarters building.

Under the act of 1850 the Board of Education was prohibited from purchasing sites for school buildings without the approval of the Common Council, and it was provided that the title to all property acquired or to be acquired for school purposes should be vested in the Board of Education. Another section stated

[1] Stiles, p. 615. The account in Mr. Field's *Historical Sketch* (pp. xviii, xix) is in substantially the same words. After the Board bought the Red Hook lane building, plans were partly matured for organizing there a school in the nature of a high school, and definite action was taken to the extent of deciding to set aside $1600 for the purpose. It was believed that the building was large enough for depot purposes and for the proposed school. Dr. Stiles and Mr. Field were in error in saying that the Board of Education took possession of the building in 1850.

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that the money raised for sites and for building, repairing, and furnishing schoolhouses should be known as the Special School Fund, and all other moneys as the General School Fund.[1]

The minutes of the Brooklyn Board of Education were first printed in 1867.

The size of the Board became the subject of criticism after it had been in existence thirty or forty years, and, as it was considered by some to be cumbrous and unwieldy, numerous suggestions were offered from time to time in reference to reorganizing it. The most noteworthy effort in that direction occurred in 1894–1895, when an "Advisory Committee" was appointed by Mayor Schieren to investigate and report.[2] The committee pursued its inquiries for several months, and at length presented a unanimous report, accompanied by a draft of a bill. It was proposed to have a Board of Education of fifteen members, appointed by the Mayor, with a salaried Commissioner of Education as presiding officer, who should have a veto power upon certain acts of the Board, and be in general the executive head of the department. The Superintendent of Public Instruction was to be nominated by the Commissioner and appointed by the Board; five Associate Superintendents were provided for, at least two of them to be women. Teachers were to be appointed from an eligible list, and no one was to be licensed to teach who had not had a four years' high school course, or its equivalent, and a year of professional training. The Committee urged the establishment of kindergartens. The bill, as prepared, was introduced in the Legislature, but strong opposition was made to it by the Board of Education as a whole and by the teaching force, and it was never reported out of committee.

[1] A very similar provision was included in the Greater New York Charter of 1897, and retained, in amended form, in the Revised Charter.

[2] The members of the Committee were John K. Creevey, William Harkness, John C. Kelley, J. Edward Swanstrom (then President of the Board of Education), Truman J. Backus, David H. Cochran, and Charles H. Levermore.

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CHAPTER XXIII

BROOKLYN — SCHOOLS BEFORE 1843

THE history of education in Brooklyn and the other Boroughs is quite unlike the history of the development of schools in the former city of New York, at all events in that most interesting period during which the Public School Society, a singular anomaly in educational annals, flourished. Nowhere else were the schools and the school moneys, during a long course of years, placed under the control of a private corporation, having no direct responsibility to the people; nowhere else were witnessed such memorable religious controversies as those marking the career of the Society, which have been recounted in previous chapters; nowhere else was a Board of Education confronted for a decade by a rival organization, which it at length succeeded in absorbing.

In the earlier periods, however, a striking similarity is to be noted in nearly all parts of the present city. This is what might be expected, seeing that almost every section was settled by people of similar character, and naturally developed along lines substantially alike. In Brooklyn (Breuckelen), as in New Amsterdam, the minister appears to have preceded the schoolmaster. As nearly as can be determined, the first church on Long Island was established at Flatbush (Midwout) in 1654; and the residents of Brooklyn were obliged for some time to travel to Flatbush to attend public worship. In 1660 a minister was appointed for Brooklyn; and in the following year Carel de Beauvois (or Debevoise) was engaged as schoolmaster.[1]

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[1] "As far back as 1661 the records of the schools in this town [Brooklyn] can be traced. In May of that year Governor Stuyvesant recommended Charles Dubevoise (*sic*) as a suitable person to be employed as teacher, and also for clerk and sexton of the church." — Report of Theodore F. King, Deputy Superintendent of Schools for Kings County, to the State Superintendent of Common Schools, 1842.

Source: A.E. Palmer. The New York Public School (New York: Macmillan and Co., 1905), pp. 198-206.

There is every probability that there was a school in Flatbush a year or two earlier, and very likely as early as 1653. In his *History of Flatbush*, Dr. Strong stated that Adriaen Hegeman, clerk and schout, was the first schoolmaster, 1659–1671, while, in *Early Settlers of Kings County*, Mr. Teunis G. Bergen gave the place of honor to Reynier Bastiaensen Van Giesen, with whom an agreement was made in June, 1660, to teach the school, perform the duties of court messenger, etc. Dr. Stiles, in his compendious *History of Kings County*, endeavors to reconcile the difference between the two investigators. "It will be seen," he says, "that it is quite possible that Hegeman acted in this capacity, from 1653 or '54, the date of his first coming to Flatbush, until 1660, in 5th June, of which year (according to Bergen's translation of the first records) the consistory made an agreement with Van Giesen to become schoolmaster. He served until October 26, 1663, when Pilgrom Cloeq was engaged, and probably served until 1671. This covers the period for which Dr. Strong could find no other schoolmaster than Hegeman, and places the date of the employment of a schoolmaster at a much earlier point. It is also in accordance with Dutch custom; for it cannot be supposed that the first settlers were here for nearly fifteen years without a schoolmaster and *krank-besoecker*" (p. 249).

Writing at a later period, Dr. Ross, in his *History of Long Island*,[1] asserts that "Hegeman, the common ancestor of that now numerous family, came here from Amsterdam about 1650 and took up his residence at first in New Amsterdam. In 1654 he was a magistrate of Flatbush, and in 1661 schout fiscal of the five Dutch towns; and he held other public offices, besides being described as an auctioneer. . . . Hegeman appears to have been a man of wealth, and it is impossible to conceive of

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[1] Vol. I, pp. 266, 267.

his performing the full duties of schoolmaster, which, as we shall see, included much that were rather servile in their nature. . . . It is possible, therefore, that he simply performed a part of the duties which fell to the lot of a schoolmaster until a regular and full appointment was made. This was in 1660, when Reynier Van Giesen was installed. . . . Van Giesen held the office until 1663, when he removed to Bergen county, New Jersey, and Pilgrom Clocq was appointed schoolmaster in his stead, continuing as such until 1671."

The first school in Flatbush, which was doubtless the earliest school on Long Island, is reputed to have been located not far from the present site of Erasmus Hall High School. "What is supposed to have been the first village school house stood on a plot to the north of Erasmus Hall campus, and remained in use over a century and a half. Additions were made as needed, so, when it was sold, in 1803, for use as a village store, and the school moved to the Academy, it was composed of three small buildings joined together." [1]

A definite date is fixed for the commencement of the school under Carel de Beauvois in Brooklyn, namely, the 4th of July, 1661. The first school tax of 150 guilders was levied by order of Director-General Stuyvesant, and the government added 50 guilders from its treasury. Dr. Stiles adds that "The names of the earliest settlers of Breucklyn who were assessed to establish public education are still to be found in the archives of the city" (p. 609). The salary fixed for the first teacher was the whole amount raised for school purposes, and he was also furnished with a dwelling house. The school is believed to have been opened in a little church edifice, octagonal in form, which stood near the point where Bridge street now joins Fulton street. The schoolmaster was a learned man, of Huguenot extraction. [1]

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[1] *Flatbush, Past and Present*, Fisher, p. 53. Mr. Fisher adds that in 1844 the trustees of the Academy requested that other accommodations be provided for the school, and a large frame building, the upper part of which was used as a court room, was erected near the present site of Public School 90; and that a new brick schoolhouse was built in 1878, at a cost of $19,000.

The next school (the third) within the present limits of Brooklyn was established in Bushwick (Boswyck), about the beginning of 1663, by Boudewyn Manout, who also acted as court clerk. In Stiles's *History* appears a quotation from the ancient records (here given verbatim), stating that on December 28, 1662,

"the magistrates of the village of Boswyck, appeared before the council, representing that they in their village, were in great need of a person who would act as *clerk* and *schoolmaster* to instruct the youth; and, that, as one had been proposed to them, viz.: *Boudewyn Manout*, from Crimpen op de Lecq [a village in Holland] they had agreed with him, that he should officiate as *voorlesser* or clerk, and keep school for the instruction of the youth. For his [services] as clerk he was to receive 400 guilders in [wampum] annually; and, as schoolmaster, free house rent and firewood. They therefore solicited, that their action in the matter might meet the approval of the Director General and Council in Nieuw Netherland, and that the Council would also contribute something annually to facilitate the payment of the said salary" (p. 276).

The historian adds: "The Council assented, and promised, that, after he had been duly examined and approved by the reverend ministers of the city, they would lighten the annual burden of the village by contributing annually *f*25, heavy money."

Indeed, the duties of a schoolmaster in the days of Dutch supremacy, and for some years afterward, were multifarious and confusing. On this point interesting light is shed by an agreement made with Johannes Cornelius Van Eckkelen, who was appointed schoolmaster at Flatbush in 1682. The agreement in full is given in Appendix I.

[1] "After the settled pastor came the schoolmaster. He, too, was a learned and distinguished man — Carel de Beauvois, an educated French Protestant from Leyden, who was appointed in Breuckelen in 1661, and was also required to perform the offices of court messenger, precentor (*voorsanger*), ring the bell, and do whatever else is required." — *Historic New York*, II, p. 401. In his *History of the Early Schools in Long Island*, Thiry says that "In 1661 Brooklyn received its first school-master in the person of Carl De Bevoise, who emigrated from Leyden in 1659. He was the common ancestor of the now widespread and influential De Bevoise family" (p. 12).

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The Bushwick school was conducted in the church edifice at that settlement, which, like the one in Brooklyn, appears to have been of octagonal shape. It stood near what is now the intersection of Bushwick avenue and Skillman street. "It is," says Dr. Stiles, "an interesting, and, perhaps, to most of the people of Brooklyn, an astonishing fact, that when, about two centuries later, the Board of Education assumed jurisdiction of the public schools of Bushwick, at the time of the consolidation of that town with the city of Brooklyn, in the year 1855, it found the district school still kept on the same site on which it was founded in 1662, and surrounded by the same walls of houses which had guarded it for two centuries" (p. 610). This school became No. 23 after the consolidation of Williamsburgh and Bushwick with Brooklyn.

The fourth school within what is now Brooklyn was organized in the village of Bedford, at the junction of Clove, Cripplebush, and Jamaica lanes,[1] probably in the same year (1663). "This school," we learn from Dr. Stiles, "is memorable for many incidents connected with the history of Brooklyn. Here John Vanderveort taught for sixty years. . . . John Vandervoort took ch. ge of this school about 1748 or '50, and is supposed to have been its second teacher. His long service of sixty years was uninterrupted, except for a while during the Revolution, when he was imprisoned by the British. The old school house had two rooms, with a large chimney between; one room being the school room proper, the other used as a residence for the teacher; and, about 1775, an addition was made, some fourteen feet square, which the teacher was permitted to use as a grocery store, by means of which he eked out his slender salary" (p. 610). The modern successor of this school has been known as No. 3 since the organization of the Board of Education, in 1843.

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[1] The Clove road (as it was known later) led from Bedford to Flatbush; the Cripplebush road from Bedford to Newtown; and Jamaica lane became the Brooklyn and Jamaica turnpike. The school probably stood near the junction of Bedford avenue or Nostrand avenue and Fulton street.

The earliest mention of a common school in Flatlands appears in the year 1675, when, according to Stiles, "it was evidently in a mature and vigorous career, under the care of the church elders and was called 'The School of the Town.' The first notice we have of it is in regard to a supply of books by the deacons; and entries and bills, of elementary and religious books paid for, appear in their accounts from 1675 for a long period of years, along with every variety and order of expenses" (pp. 75, 76). If the well-established custom was followed in this town, and the schoolmaster was also chorister, reader, and sexton, the name of Wellem Gerretse is deserving of honorable mention.

The records of the town of Gravesend show that a school was established in 1728; it stood on the site occupied by the town hall at the time of the annexation of the town to Brooklyn, in 1894, and was used until 1778, when a larger building took its place. This was in use for about fifty years, when it was converted into a town hall; a new site was then purchased and a more roomy schoolhouse built. A second school was started in the town in 1811, and several others were organized before annexation took place.

The town of New Lots was not set off from Flatbush until 1852. A school was opened in that section as early as 1740. A more commodious building took the place of the first one about 1810.

The Dutch, as was shown in an earlier chapter, took pride in maintaining free schools; but during the British régime little or no attention was paid to public education, and the government did nothing toward the support of schools. The schools previously established seem to have been maintained by their patrons.

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Two other schools are supposed to have been organized before the Revolutionary War. One was in the vicinity of the Wallabout Creek; after some years it was removed to what is now Bedford and Flushing avenues, and later it became Brooklyn

School No. 4. The other was started in Gowanus, on one of the Bergen farms, principally for the benefit of the families of that name. It was opened in a dwelling-house; after the Revolution a schoolhouse was built near the corner of the present Third avenue and Fortieth street. This school became No. 2 under the Brooklyn Board of Education.[1]

"In all the schools mentioned above," says Dr. Stiles, "the Dutch language was at first the only one used. But, from about the year 1758 to the year 1800, both the Dutch and English languages were taught. In the Bushwick and Gowanus schools, the use of the Dutch tongue was continued much later, and even down to the Revolution. In the Bushwick school studies in Dutch were not abandoned until about fifty years ago" (p. 611).[2]

"In 1770 the town [Brooklyn] contained only one school of 19 scholars. . . . In 1770, a school house was built by subscription, for the accommodation of the town. The subscribers chose the trustees, who managed the financial affairs, and admitted free all who were unable to pay. . . . This appears to be the earliest attempt at anything like a district or common school system."[3]

The claim is made on behalf of the school in Gowanus that in 1810 that district took advantage of the State law passed in 1805 and elected trustees. If this claim could be substantiated, School No. 2 would have the credit of being the first school organized under the new law in the territory now Brooklyn. Mr. Tunis G. Bergen, President of the Brooklyn Board of Education from 1882 to 1886, who wrote a part of the chapter on "The Department of Public Education" in Stiles's *History*, makes the positive assertion that this was done, and names as the first trustees Garret Bergen, Stephen Hendrickson, and Cornelius Van Brunt.

The first distribution of the Common School Fund created by the act of 1805 took place in 1815. In 1816 a tax of $2000 was levied upon the village of Brooklyn, and a common school was opened on the 6th of May in that year, in the lower part of a building in Adams street, near Sands.[1] There were then 552 children within the village limits who did not attend private schools.

A schoolhouse in District No. 3, town of Bushwick, was built in 1826, in the vicinity of North First street. In the mean time the original Bushwick school had been organized as District School No. 1, and a second school had been started at Bushwick Crossroads. The school in District No. 1 was the first in what later became the village and city of Williamsburgh. An account of this school was written a few years ago by Mr. James Murphy,[2] and from it the following is taken:

"Williamsburgh's first schoolhouse was located on the block of ground now bounded by Berry street and Bedford avenue, Grand and North First streets. The land for the school site, history tells us, was donated by Mr. David Dunham, a New York merchant, in the year 1820. A schoolhouse was erected thereon by the people of the neighborhood, and was known as District School No. 3 of the town of Bushwick. The earliest schoolmaster of whom we have recollection was a Mr. Beverly, an English gentleman. He

[1] "The first documentary evidence we possess of this school is dated 1792, at which date it is known to have been in existence in a log house, situated on a farm lane near Forty-fourth Street and Third Avenue. It was removed to a frame building in 1797, and in 1820 experienced another removal to a building on Martense Lane." — *Historical Sketch of the Public Schools of Brooklyn*, Field, pp. xxxii, xxxiii.

[2] This paragraph was written prior to 1884. The schools referred to did not include those in New Lots, Flatbush, Flatlands, and Gravesend, which were not united with Brooklyn until 1886, 1894, and 1895.

[3] Report of Deputy Superintendent King to the State Superintendent of Common Schools, 1842.

[1] The first principal of the school was John Dikeman, afterwards Judge of the Court of Common Pleas and County Judge. It may be remarked that no connection is traceable between the school established in 1661 and the school opened in 1816, although Mr. Field says that the former "is shown, by various documents, to have been in existence at different periods, under one form or another, for more than two centuries," and adds that "it was opened as a district school" on May 6, 1816. — *Historical Sketch*, p. xxxi.

[2] Mr. Murphy was a member of the Brooklyn Board of Education for more than twenty years, beginning with 1861, and was its Vice-President for several years.

was in charge of the school in 1830, and for several years afterward; how long before that date we have not been able to learn. . . . The old schoolhouse was removed to Sixth (now Roebling) street in the year 1849, and fitted up for a dwelling house, and is still so used. School sessions were held from 9 A.M. to 12 M. the year round, and from 1 to 4 P.M. in winter, 2 to 5 P.M. in summer, except Wednesdays and Saturdays, when there were no afternoon sessions."

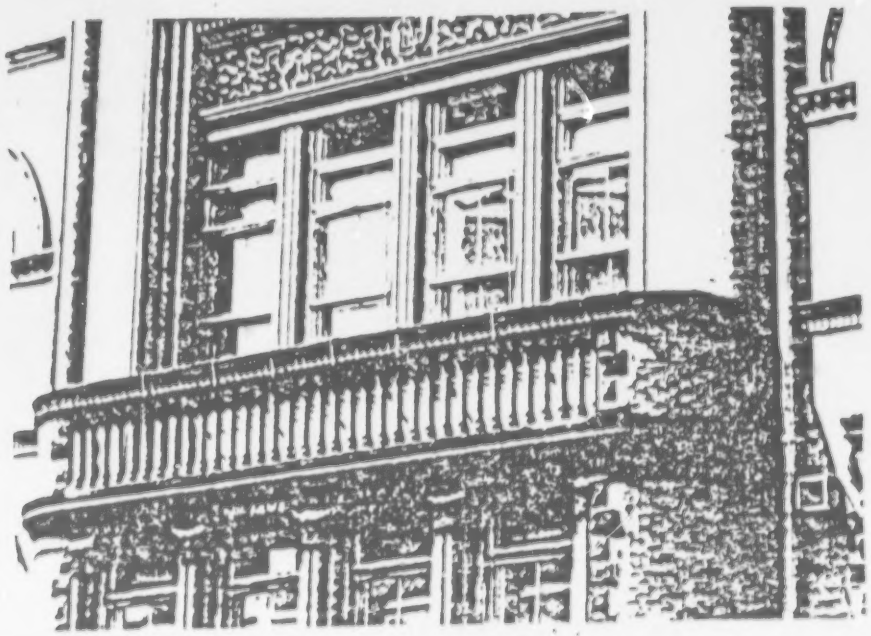
Within the present boundaries of Brooklyn several other schools were established before the passage of the act providing a Board of Education for the city: one in 1827 in the neighborhood of what is now the corner of Court and Degraw streets, which in course of time became No. 6; another in the same year at the northwest corner of Adams and Prospect streets (the second in the village of Brooklyn), now No. 7; another about the same time in a small frame building in Gold street, between Myrtle and Willoughby avenues, which developed into No. 5; a fourth in 1830 in Middagh street, between Henry and Hicks, which became No. 8; a fifth a year or two later near the present site of the Mount Prospect Reservoir, which afterward was known as No. 9. About the same time a school was started in the vicinity of what was later Fourth avenue and Macomb street; this became No. 10.

Mention is made by Dr. Stiles (p. 413) of a school established in 1813 by an association of charitable women "for the free instruction of poor children in reading, writing, arithmetic, knitting and sewing," which "ultimately resulted in the establishment of the first public school." It was governed by a board of five trustees, who solicited donations of books as well as of cash for rent and other expenses. The instruction was given by young women of the village who volunteered for the purpose.[1]

[1] This school was modelled apparently after the school started by the Female Association in New York in 1802 (see Chapter I). Its location is not stated by Dr. Stiles, and it is impossible to identify it with any of the district schools of the village of Brooklyn.

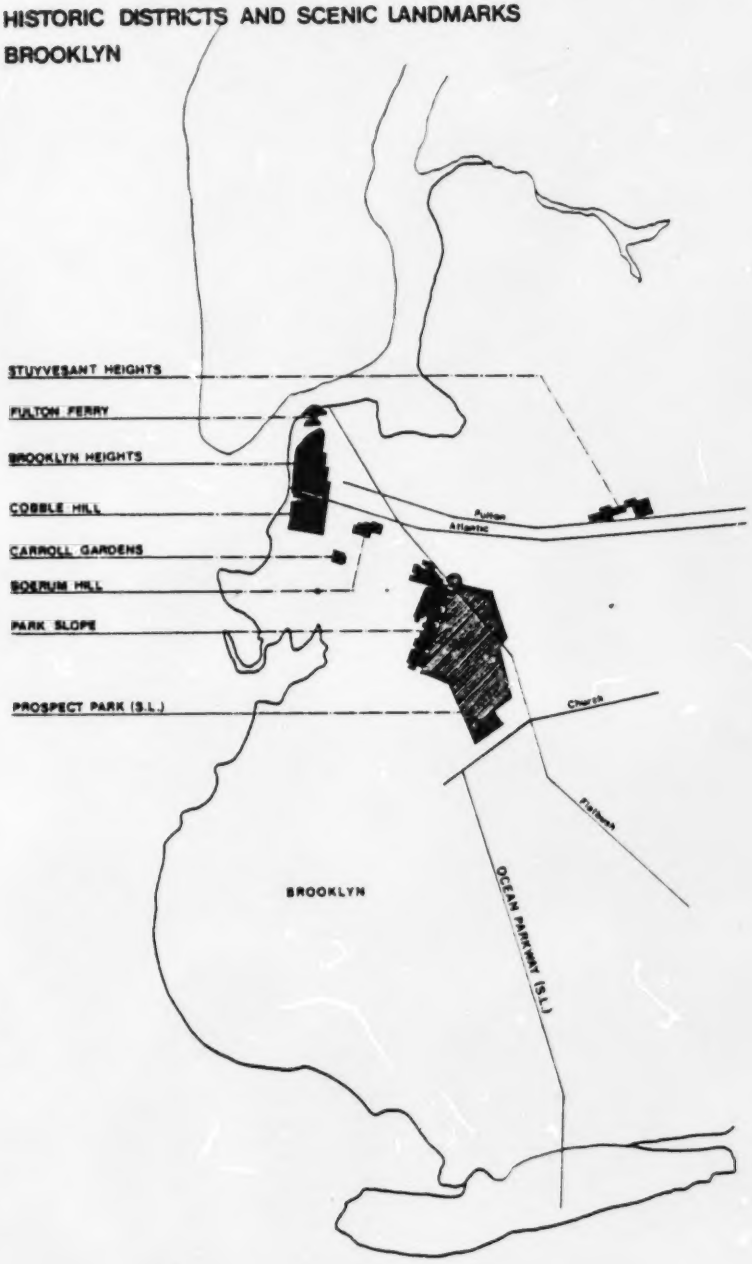
PART I, Plan 6

SELECTION D



BOYS HIGH SCHOOL. Courtesy: New York City Landmarks Preservation Commission's Research Department.

HISTORIC DISTRICTS AND SCENIC LANDMARKS
BROOKLYN



"Landmarks and Historic Districts," Landmarks Preservation Commission of the City of New York, p. 2